In this study designed to determine the use of U.S. public and academic libraries,
data was obtained by a review of the pertinent literature, a nation-wide public opinion
poll, and a survey of a selected group of library experts. Only 11 pertinent published
studies were found. Of these nearly half are limited to use of academic libraries, there
is very little on reasons for non-use, and Berelson's 1949 study is still the most
comprehensive. The national social survey of adult attitudes towards libraries,
administered by the Gallup Organization, found that the adult public library clientele is
primarily upper middle class, and the actual current adult clientele is only half the
number of potential adult users. Library experts felt that personnel is the most critical
problem, that automation and better utilization can contribute most to improvement of
library operations, and libraries do better with traditional functions than with meeting
new opportunities and the needs of the modern urban community. It is recommended
that libraries undertake an intensive self-examination of objectives and target publics
and that a national library usage research body be created. Appended is an 11 item
bibliography, the opinion poll responses, and the survey questionnaire. This study was
originally submitted under the title "Public and Academic Library Usage in the United
States." (JB)

Original for filming
ERIC Clearinghouse

THE USE OF LIBRARIES AND THE CONDITIONS
THAT PROMOTE THEIR USE

A report to the
National Advisory Commission on Libraries

by
The Academy for Educational Development, Inc.

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November 1, 1967

Submitted To:
Academy For Educational Development, Inc.

By:
The Communication Arts Center
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November, 1967

Public and Academic Library Usage in The United States

Prepared by:
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November 1, 1967

National Advisory Commission on Libraries
200 C Street, S. W.
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Gentlemen:

On May 29, 1967, the Academy for Educational Development
contracted with Duke University acting on behalf of the National
Advisory Commission on Libraries for a study on the use of
libraries and the conditions that promote their use. The final
report on the study is submitted herewith.

The study has been conducted by Dr. Harold Mendelsohn,
Director of the Communication Arts Center of the University of
Denver; he also has prepared the final report. Dr. Mendelsohn
utilized the supporting services of the staff of the Center, the
Gallup Organization, Inc., of Princeton, New Jersey, and a number
of university and professional experts.

Summary of the Report

The study was undertaken for the purpose of discovering
current facts and attitudes about the use of libraries in the
United States, rather than formulating recommendations, action
programs, or solutions to known problems. The report includes
a wealth of information which we hope will be useful to the
National Advisory Commission on Libraries and other agencies in
their present and future concern about libraries and their
operations.

Introduction

The introduction describes the scope of the study, proce-
dural methods, and the characteristics of the samples used in the
national surveys. A copy of the questionnaire used and the res-
ponses are in the appendices.

Section I. Review of the Literature

Before undertaking this study, the Academy noted tnat "relatively few studies have been made on the use of libraries, and little is known about what motivates people to use them or to fail to use them." A careful (although necessarily limited) review of the available literature on library usage found only 11 pertinent published studies; of these, The Library's Public by Bernard Berelson, published in 1949, was then and is still the most comprehensive. Nearly half of the reports reviewed deal only with the use of academic libraries.

There is not only a woeful lack of information available to policy makers on the use of libraries, or even on what constitutes their "use," but even less has been published regarding the reasons for "non-use."

Significant findings from the review of the literature:

1. The body of recorded knowledge concerning the use of public libraries is inadequate, fragmented, and non-comparable.

2. Broad-based trend data concerning the use of libraries are almost totally absent.

3. The literature is nearly void of studies identified with the non-users of libraries.

4. The growth of the nation's libraries has not kept pace with the increase in population served by libraries, which has doubled since 1949 when Berelson's classic study, The Library's Public, was published.

5. The juvenile proportion of the public library clientele (at least 50 to 75 per cent of the total) has probably increased slightly during the past two decades.

6. As people grow older they tend to use libraries less.

7. There is a direct relationship between how much education a person has and the extent to which he uses libraries.

8. Although literature is sparse on public library usage by different economic groups, Berelson's report indicated that in 1948 the majority of users came from the middle class; neither the wealthy nor the very poor used libraries to a great extent.

9. When the available literature does describe those who use libraries, data are meager about the specific uses made by the various categories of library users.

10. The kinds of reference services rendered by a public library are highly influenced by the employment characteristics of the community in which it is located.

11. Apparently the reasons stated for dissatisfaction with libraries have not changed radically since Berelson's study.

12. The few published studies of the use of college libraries by students (and perhaps there are many more unpublished studies) are having a great impact on the design of campuses and of college buildings, including residence halls.

13. The quality of research on the use or non-use of college libraries has not been particularly sophisticated -- either in method or in scope.

Section II. <u>A Contemporary National Survey of Attitudes Toward Libraries and the Use of Libraries by Adults</u>

To obtain a sophisticated (but limited) national social survey of attitudes toward libraries and their use by adults in the United States, Dr. Mendelsohn developed a series of questions which then were pretested and administered by the Gallup Organization. These questions were designed to throw light on:

(a) The frequency of the use of public libraries and of specialized libraries.

(b) The factors that explain why some adults go to libraries while others do not.

(c) The factors that might induce greater use of libraries.

(d) The public "image" of libraries.

(e) The frequency of book reading by adults as related to where the books are obtained.

Significant findings from the Gallup survey:

14. Four out of ten of the adult population rated their local libraries "good"; 26 per cent said they are "excellent"; and 12 per cent considered them "fair" or "poor."

15. One person out of five could not assess the performance of his local library.

16. College trained persons were more critical of their public libraries than others who were critical.

17. Two factors contributing to positive outlooks toward libraries were the available selection of books (by far the most important) and the services offered.

18. Fifty-five per cent of the nation's adults said they had read at least one book in the three months prior to the survey.

19. Seventy per cent of the adults had not visited a library in the three months prior to the survey, and fewer than ten per cent could be considered heavy users.

20. The users and non-users of libraries fell mainly in the following categories:

Users (3 out of 10 adults)	Non-Users
Women	Men
Young adults (21 to 34 years old)	Persons 50 years of age and older
College educated persons	Persons separated, divorced, or widowed
Parents of two children	
Caucasians	Childless persons
Residents of large cities	
Professional people and those engaged in white collar occupations	

21. The adult clientele of public libraries can be characterized as being upper middle class rather than a wide general public.

22. In an affluent society libraries may be considered more as a supplement to other sources of books (private acquisitions for instance) than as a primary source.

23. Most non-users of libraries could think of no way that libraries could get them to use their facilities. Only a very few felt

that more branch libraries, bookmobiles, better books, longer open hours, or better parking would attract them to libraries.

24. Thirty-five per cent of adults who use libraries said they do so to help their children with their school work.

25. Less than one-fifth of those who said they read books indicated that they borrowed these books from public libraries; four out of ten reported that they bought books on their own.

26. Ninety-six per cent of the adults visiting public libraries indicated that they went there (among other reasons) to borrow books; 93 per cent went (among other reasons) to use reference books and periodicals or to get help or information on special problems.

27. The potential available adult library clientele is about 60 per cent of the adult population, or double the current actual range of 30 per cent.

Section III.   Attitudes and Opinions of Fourteen Library Experts Regarding the Use of Public and Academic Libraries

Fourteen nationally recognized specialists in librarianship were selected for participation in this study. Twelve of these were interviewed personally, the other two by mail. All responded to a comprehensive questionnaire prepared by Dr. Mendelsohn and designed to elicit opinions and judgments on factors which will contribute significantly to the determination of the roles American libraries are to play in the future.

Significant findings from the survey of experts:
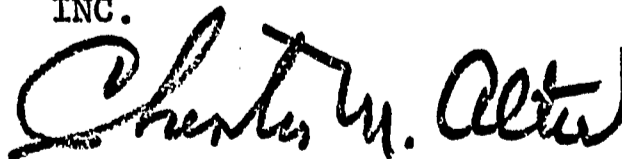
28. The experts tended to hold the academic libraries in higher esteem than they hold the public libraries.

29. Although the experts generally felt that the size of a community is not a proper criterion by which to evaluate the function of a public library, they themselves actually categorized libraries by size of community when expressing judgments.

30. The experts generally emphasized modernization, automation, and better utilization of personnel as areas which can contribute to the improvement of the operation of large and middle-sized libraries.

31. The experts felt that the public libraries generally best
    provide services such as (1) basic adult general reading
    circulation, (2) general children's reading circulation, and
    (3) general and special reference service, particularly to
    students.

32. The experts generally agreed that the public libraries do less
    well in (1) providing services to minority and disadvantaged
    individuals and groups, (2) providing services to special
    groups such as scientists, innovators in the arts, etc., (3)
    providing reliable up-to-date information and research material,
    and (4) providing community cultural and adult education services.

33. The experts believed generally that libraries do a better job
    of the kind of things they have traditionally done than they
    do in coping with the newer opportunities and needs of the
    modern urban community.

34. Practically every expert mentioned the lack of trained person-
    nel as an important problem of the libraries, and most ranked
    this as the most critical problem.

35. Nine out of the twelve experts rated general research on library
    usage as "fair" to "poor" rather than "good" or "excellent."

36. In general the experts agreed that there has been a considerable
    expansion in the use of the public libraries by students.

37. To 11 of the 14 experts the idea of investing in new means
    of distribution of library materials (subsidized paperback
    books, information retrieval systems, etc.) in place of
    expanding library buildings in the future was generally
    unacceptable.

    The Academy is pleased to have been identified with this under-
taking and is grateful to all those who participated either by asking
or answering questions. This report is submitted in the belief and
hope that it will be a valuable source of information.

Respectfully,

THE ACADEMY FOR EDUCATIONAL DEVELOPMENT,
INC.

By Chester M. Alter
Executive Director, Western Region

Introduction

This four-section report is designed to obtain insights into usage of public and academic libraries in the United States via three different methods—a search of the pertinent literature, a contemporary nation-wide public opinion poll, and a survey of a selected group of library experts. The fourth section of the report offers a 1   er of recommendations that emanate from these insights.

Section I. Review of Pertinent Literature

In order to examine the research that was being done on library usage contemporarily, the literature search was confined to large-scale studies that were conducted in the years 1949 to 1967.[1]

Only literature that was available through customary channels (e.g. inter-library loans, journals, published reports that were generally available to the public) was examined. This eliminated all privately conducted and circulated research from our investigation.

The search of pertinent literature was confined to primary studies of people who were purported to be users of public and academic libraries. No effort was made to cover usage of Federal, State, public school or specialized libraries.

Standard reference sources pertaining to public and academic libraries were used to locate the materials that were examined. Additionally, library specialists both within and outside the University of Denver were canvassed for suggested materials.

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[1] One exception is the study conducted by H. Branscomb in 1940.

Only studies whose units of measure were people rather than books, or registration cards, or circulation rates were included for ana'ysis. Studies pertaining to library facilities, personnel, administration, or management were excluded from the literature search.

A bibliography of the selected sources that were examined appears as Appendix I.

Section II.   A Contemporary National Social Survey of Attitudes Towards Libraries and the Use of Libraries Among Adults

A national sample of adults was interviewed personally to investigate the following:

1. Frequency of use of public libraries and of specialized libraries

2. Factors that explain why some adults go to libraries while others do not

3. Factors that might induce greater use of libraries

4. The public's "image" of libraries

5. The frequency of book reading by adults as related to where the books are obtained

Personal interviews were conducted with 1,549 adults during the period June 21 - June 27, 1967 using a series of questions that were developed by Professor Harold Mandelsohn, Director of the Communication Arts Center of the University of Denver; the questions were pretested and administered by The Gallup Organization, Inc. of Princeton, New Jersey. The following questions were asked:

la. On the whole, do the various libraries in this city (town) do an excellent, good, fair or poor job of serving people like yourself?

.. In what ways are they excellent, good, fair or poor?

2. Would you think back over the last three months and tell me how many times, if any, during this period you have gone to a **public** library?

3. Why is it that you don't go to public libraries (more often)?

Those who have **not** gone to a public library were asked:

4. Is there anything that would make it easier for you to go to public libraries or make them more useful or attractive to you?

Those who have gone to library one or more times were asked:

5a. What is the very best service a library has provided you?

b. In what ways have the libraries failed to serve your particular needs?

c. On this card are various reasons for going to libraries. Please tell me the reasons that best describe why you go to libraries. (Respondents were handed a card on which the following phrases appeared:)

To get help or information on special kinds of problems I must deal with.

To use reference books and periodicals for particular assignments.

To attend lectures, exhibits or performances.

To examine manuscripts, historical documents or microfilms.

To listen to or to borrow phonograph records.

To relax and browse.

To help my children get their school work assignments done.

To be in a quiet place where I can think and concentrate without interruption.

To borrow fiction books.

To borrow non-fiction books.

Other (specify).

Everyone was asked:

6. And would you think back over the last three months and tell me how many times, if any, during this period you have gone to some other type of library—such as a school or college library, a reference library, a state library or a medical, law or other special library?

7. Here are some words and phrases that people use to describe public libraries. Read me as many words and phrases as you want to that best describe the libraries you usually go to or know about. (Respondents were handed a card on which the following phrases appeared:)

Stimulating	Not very helpful
Inconvenient	Modern
Helpful	Unfriendly
Drab	Cheerful
Usually have what I want	Frustrating
Serious	Old-fashioned
Slow service	Usually do not have what I want
Fun	Friendly
Dull	Gloomy
Convenient	Satisfying
Pleasant	Efficient
Fast service	Discouraging
Inefficient	Encouraging

8. In your opinion, what improvements in facilities or services or new services should the libraries be offering? (Probe:) Whatever you think is needed?

9a. Now, thinking back over the past three months again, would you tell me just how many books, paper backs or hard cover, you have had occasion to read during this period?

If any books were read, respondents were asked:

> b. Are most of these books those which you got from a public
> library, those that you have bought and own yourself, or
> those which you have received as gifts?

The Sample

The design of the sample was that of a replicated probability sample down to the block level in the case of urban areas, and to segments of townships in the case of rural areas.

After stratifying the nation geographically and by size of community in order to insure conformity of the sample with the latest available estimate of the Census Bureau of the distribution of the adult population, sampling locations or areas were selected on a strictly random basis. The interviewers had no choice whatever concerning the part of the city or county in which they conducted their interviews.

Interviewers were given maps of the area to which they were assigned, with a starting point indicated, and required to follow a specified direction. At each occupied dwelling unit, interviewers were instructed to select respondents by following a prescribed systematic method and by a male-female assignment. This procedure was followed until the assigned number of interviews was completed.

Since this sampling procedure is designed to produce a sample which approximates the adult civilian population (21 and older) living in private households in the United States (that is, excluding those in prisons and hospitals, hotels, religious and educational institutions, and on military reservations), the survey results can be applied to this population for the purpose of projecting percentages into number of people. The manner in which the sample is drawn also produces a sample which

approximates the population of private households in the United States. Therefore, survey results can also be projected in terms of number of households when appropriate.

For the composition of the sample see Appendix II.

Section III. Attitude and Opinions of Fourteen Library Experts Regarding Usage of Public and Academic Libraries

For this phase of the study four nationally recognized specialists in librarianship were first contacted. Four separate lists of names of experts were obtained in this fashion. A total of twenty names appeared on at least three of the four lists, and it was decided to contact these twenty individuals for study. Totally fourteen of these twenty persons were successfully contacted. Personal interviews were conducted with twelve of the fourteen experts in the New York City, Chicago, Denver and Los Angeles metropolitan areas. Two responses to the questionnaire that was developed for this phase were obtained by mail.

A copy of the questionnaire used in Phase III appears as Appendix III of this report.

Section IV. Conclusions and Recommendations

Two sets of conclusions and recommendations end this report.

The first set points to limitations in library usage research, and offers specific recommendations for improvement.

The second part of this section is concerned with the need for publicly available libraries in the United States to re-examine their traditional roles in a swiftly changing American society.

Section I. A Review of the Literature Pertinent to Usage of Public and College and University Libraries

The review of the literature relative to users of libraries was limited to described users of public, college, and university libraries. In this review five questions were raised about the users of these two major types of libraries. (1) Who uses public and college/university libraries? (2) Why do these individuals use libraries? (3) Who does not use public, college/university libraries? (4) Why do these particular people not use the public and college/university libraries? (5) What can be done to motivate people to use libraries?

Who Uses Public Libraries?

Two questions may be raised about the literature which attempts to identify library users. First, what techniques, measures, and criteria are used to define "users?" Second, what information is available about users?

Definitions of Users

Several methods have been used to define "users" of libraries. One of the commonest is to define "users" in terms of an individual's actual registration with a public or college library.[1] A second method of defining "users" entails counting the call slips on all materials checked out in a library by particular individuals.[2] "Users" may also be defined as individuals calling on the library at least once a year.

[1] B. Berelson, The Library's Public (New York: Columbia University Press, 1949), p. 10.

[2] Ibid.

Finally, "users" may be defined as individuals using the library at least once a month.[3]

The difficulty presented by these several approaches to defining "users" is evident in the literature on libraries. None of the researchers appears to be aware that what they term "user" is not necessarily comparable to what is termed "user" by some other researcher. The problem of definition of "users" is compounded when the researcher fails to indicate what criteria he is employing to identify the "users" of library materials in his own particular study.

Information about Users

The available data on library users may be classified according to the type of library used. In this analysis emphasis is placed upon public and college/university libraries only.

Public Library Users. The classic study of the public library is Berelson's The Library's Public published in 1949. Berelson indicated that there were 7,400 libraries in 1949 offering services to a population of 100,000,000 people. The public libraries then contained over 125,000,000 volumes. About 25,000,000 people were registered with the public libraries.[4] Today the picture is slightly different. Approximately 6,783 public libraries and 3,676 branch libraries serve a population of 199,000,000. About 52,000,000 individuals (26%) are registered with these institutions.[5]

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[3] Ibid.

[4] Ibid., p. 5

[5] Statistic on Public Libraries (Washington: American Library Assoc., 1966). p. 9.

A glance at these figures reveals that the numbers of people served by libraries in 1965-66 is almost twice as many as those who were offered service in 1949. The number of libraries in 1965 has not doubled with the increase in population though. This may be due either to increased efficiency in information storage and retrieval systems in libraries or to the fact that libraries like other public institutions (schools) have simply not kept pace with population changes. The fact remains that some 20,000,000 Americans have no access to public library services. As we shall discover later in this report those 20,000,000 people may be significant because they are characterized by a unique set of socio-economic attributes.

In addition to looking at sheer gross numbers of library users, users may also be identified and studied according to age, education, sex, occupation, economic status, marital status, religion and residence.

(1) Age. The Berelson study reports that children and young adults, especially those of school age, use the library more than any other age group. Both relative to the numbers in the total population and in relation to the total number of library users, they are the largest portion of the library clientele. According to Berelson, juveniles make up about twice as large a proportion of library registration as they do of the population at large.6/ The figure for juvenile users is slightly larger today. Current surveys indicate that of the 52,000,000 individuals using libraries, at least 50 to 70 percent are juveniles. In a two day

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6/

Berelson, op. cit., p. 20.

study in Youngstown and Mahoney counties library in Illinois, researchers found that 68% of the library users were juveniles.[7]

The predominance of juveniles in the library clientele suggests that the use of the library falls off sharply at the school-leaving age. Berelson's study in 1949 discloses that almost one-third of the total school age group use the library during a given month, while only one-tenth of the groups beyond school age attend a public library during a similar time period.[8] Studies conducted by Kaplan, Berelson, Link and Hopf and Field and Peacock, plus the Survey Research Center (SRC) and reported by Berelson support the assertion that library usage decreases with increases in age.

[7] "Role of Teenagers and Children," Library Quarterly (Jan., 1963).

[8] Berelson, op. cit., p. 23.

Different Age Groups (Adults) Using the Public
Library Adapted from Various Studies 9/

Age Group	Kaplan '43 Percent	Berelson '45 Percent	Link & Hopf '46 Percent	Field & Peacock '48 Percent	Berelson '48 Percent	SRC '48 Percen.
Young	37	31	31	37	30	22
Middle	24	22	27	34	29	14
Old	18	19	32	23	19	14

One major current study specifically breaks down the age groups and library usage. In a 1966 study of the public libraries of the Metropolitan area of Baltimore-Washington, D. C. the age distribution of the public library users was cited as follows:10/

Age Range	Percent of Users
12-16 years	22.4
17-21 years	24.9
23-34 years	18.1
35-50 years	25.0
50-over years	8.3
No response	1.3

This particular study indicates that approximately 47% of the library users are juveniles and young adults.

9/ Ibid.

10/ M. L. Bundy, "Metropolitan Public Library Use," Wilson Library Bulletin, XLI (May, 1967), p. 953.

In a one-day patron count at the Evansville Public Library in 1961, 75% of the 2,005 individuals who checked materials out of the library were observed to be juveniles or young adults. The lack of use of libraries by older individuals may be due to physical disabilities, depleted energy, or a desire to avoid a new experience.

The age composition of the library clientele brings to consideration another characteristic of library users, their educational level. The increase in educational requirements today from compulsory 8th grade education to compulsory high school education in many state school systems means that students (juveniles and young adults) are given more information and required to seek more information. Library usage among juveniles and young adults no doubt reflects this need for information. It is evident then that library users are to be found primarily among younger age groups. Library usage decreases as the age of patrons increases.

(2) Education. The proportion of people either registered or actively using the library rises sharply with their level of schooling. Berelson reports that 10-15% of the adults having only a grade school education are library users as compared with four times as many of the college graduates.[11] It may be that this difference is attributable to the better reading habits of the more highly educated. Those with more formal education have had more reading training plus motivation to use the library as a source of information. A disproportionately large number of the public library users are people drawn from groups

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[11] Berelson, op. cit., p. 24.

with the most schooling. At the same time, however, the absolute library
clientele is composed predominately of persons with lesser education.
The reason for this is that the lesser-educated proportion is greater
than any other group in the population. Statistics from Berelson's study
reveal that in 1940 about 60% of the population over 25 years of age had
an elementary education or less; 30% had a high school education and 10%
had a college education.[12]/ For the most part, then, while people with
little education use the library relatively much less than the well-
educated they exceed the latter in absolute numbers.

It is generally from the high school education group that the public
library customarily drew the greatest number of users, according to
Berelson. Although the population is predominately composed of people
with only an elementary education, the library clientele is composed of
those with at least a high school education. A 1966 study by the
University of Maryland indicates that perhaps college trained adults have
bec⁓e the predominate educational group of library users. In this study,
of all the adults queried 8.3% indicated that they last attended an
elementary school; 28.1% said that the last school attended was high
school; 60.5% said that college was the last school attended.[13]/ Thus,
just as those with less education (elementary level) are under-
represented as library users (compared to the proportion of them in
the total population), those with a college education are strongly over-
represented. Even when other factors are considered (sex, race, economic
level), the educational level of library users emerges as the most
important single factor affecting library behavior.

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[12]/
   Ibid.

[13]/
   Bundy, op. cit., p. 954.

(3) <u>Sex</u>. Berelson's study indicates that women were by far the most frequent users of libraries. They constituted about one-half to two-thirds of the total number of registrants when his study was conducted. These percentages are dependent upon three factors. First, women use circulation services more than men. Second, men use reference services more than women. Third, the larger the city the greater the number of men attending libraries. (See following page for percentages.)

(4) <u>Occupation</u>. In the past, students constituted the greatest proportion of the library's clientele, followed in frequency by housewives and white collar workers, professional and managerial people and wage earners. The student group represented about one-fourth to one-half of the total registrants or users of public libraries.[14] According to Berelson's data, housewives and white collar workers made up about one-third, and professionals and wage earners, each, a tenth.

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[14] Berelson, <u>op</u>. <u>cit</u>., p. 33.

Adult Men and Women Registered With and Using the Public Library

Adapted from Various Studies [15]

Percentages of Group Registered

Sex	Waples 1933	Wert 1937	Joeckel & Carnovsky 1940	NORC 1946	Field & Peacock 1948	SRC 1948
Men	5	34	5	29	24	15
Women	7	35	7	34	25	21
Total Number of Cases						
Men	Not given	Not given	5,406	Not given	469	511
Women			4,578		531	640

Percentages of Group Using the Library

Sex	Johnson 1932	Kaplan 1943	Berelson 1945	Field & Peacock 1948	Berelson 1948	SRC 1948
Men	29	25	20	31	23	17
Women	37	33	28	30	30	20
Total Number of Cases						
Men	487	2,002	240	469	448	511
Women	279	2,999	261	531	573	640

15/ Ibid., p. 31.

The Maryland Study confir⎯⎯ Berelson's findings that the majority of users are professional people. In this research engineers and scientists account for 25.4% of the professional group. Teachers comprise 27% of the professional users, community and government employees, 12.6%. The professional group also included a sprinkling of authors (53) and clergymen (50). In other occupational categories 50 or more individuals reported occupying positions as officials in public administration, managers, proprietors, secretaries, clerical workers, insurance agents, brokers, and salesmen.

How representative is the user of libraries population of the total population of the area served by the library? While 15% of employed adults consists of professional people, 52.3% of employed library users are in the professions. Of the employed population 8% are managers while 14.2% of the user group are managers. The most underrepresented group are operatives. They constitute 15% of the population but only 1.4% of the employed library users.$\underline{16}$/

Several generalizations may be drawn from Berelson's materials and the Maryland data concerning the occupations of library users. (1) Proportionately more professional and managerial groups, white collar workers, and students use the library as compared to other occupational groups. (2) Members of these three groups become actual users or at least registrants in greater numbers than either wage earners or unemployed housewives. (3) The public library attracts more individuals from higher occupational status groups than from lower occupational groups.

$\underline{16}$/
    Bundy, _loc. cit._

(5) <u>Economic Status</u>. Very little current research is available on the use of the public library by different economic groups. The Berelson, <u>et al</u>., data in 1948 indicate that the libraries are used by the higher economic groups preponderantly. Berelson attributes this to the differential in education among higher and lower economic groups. However, despite this disproportion in relative use, the majority of users do come from the middle class. Neither the wealthy nor the very poor use the library extensively. The wealthy appear to buy their own books and have access to <u>many</u> other kinds of media (films, cameras, TV). The poor have difficulties reading because of their educational level, and the recent influx of paper backs into the book market has made print information and literature more accessible at relatively inexpensive prices. The public library, as a consequence, is patronized by a disproportionately large segment of the middle class of the community.

Public Library Users (Adults) from Different
Economic Levels, Adapted from three Studies [17]/

Economic Level	PERCENTAGES		
	Field & Peacock 1948	Berelson 1948	SRC 1948
High	21	12	41
Middle	62	76	52
Low	17	12	7
Total Number of Cases			
	310	264	228

[17]/ Berelson, <u>op</u>. <u>cit</u>., p. 38.

(6) <u>Marital Status</u>. Although little current information is available about the correlation between marital status and library usage, some conclusions may be drawn from Berelson's report and the data on student and juvenile use of libraries.

Berelson reports that single persons use the libraries more often than married persons. Such a claim is justifiable in light of the fact that recent studies show that juveniles (children and teenagers) account for 50-70% of the public library clientele. These studies reported by Johnson, Kaplan and Berelson indicate that from 35% to 38% of the samples interviewed as users of the library were single, while 25% to 29% were married.[18]

This does not indicate that there are more single than married individuals using the library. The differential refers to the proportionate share of these groups in the libraries' clientele. Berelson lists three reasons for the differential:

> First, the single adults are younger than married adults and age with its correlate education, is a major determinant of library use. Second, married people borrow books for spouses and thus represent more library use than is recorded or measured. Third, married adults are more involved in domestic duties and therefore have less time for leisure reading.[19]

(7) <u>Race</u>. No surveys among those reviewed compared the use of libraries with particular ethnic or racial groups when both library facilities and education were controlled. However, it seems reasonable to assert that where library service is provided to Negroes of moderate

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[18] Ibid., p. 39.

[19] Ibid.

or high education, they would make as full a use of the library as their white counterparts. Although several studies have been conducted on the use of libraries by low-income groups in similar areas, other factors than race were analyzed. Such a study was conducted by Margaret Peil on the "Library Use By Low-Income Chicago Families" in 1963.[20] Peil measured differences in ages, increased ownership of books, reading time of mothers of 180 children in 3 Catholic schools with library usage. It is unfortunate that the racial dimension was not considered as a variable and compared with library usage. It is evident that there is little or no information available on the effect of race on library usage.

The national study of library usage conducted as part of this report does present a racial breakdown of usage.

(8) Residence-Accessibility. Berelson indicates that the correlation between library usage and changes in growth patterns of the community takes four forms. First, the wealthier and better educated population centers use the library more than poorer and less educated population centers. Philip Ennis's demographical analysis of the library consumer in 1964 indicates that the population on the Pacific Coast with its high income level and high educational level makes extensive use of the library. In a nation wide survey reported by SRC in 1948 it was revealed that 21% of the inhabitants of the North used the public library during a given year as compared to 9% of the people in the South who used the library during the same period.

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[20] M. Peil, "Library Use By Low-Income Chicago Families," Library Quarterly, XXX (October, 1963), pp. 229-333.

Second, Ennis also indicates that expansion of urban and suburban developments is a major factor affecting library usage. No recent studies have been done to compare the library usage of urban, suburban and rural communities. Four studies reported by Berelson indicate that: (1) Public service is far less available in rural areas; (2) Where library service is equally available in rural and urban communities, urbanites use libraries more often than rural residents do; (3) The differential in use may be due to inequalities in educational levels and inequalities in the availability of library facilities.

Third, there is a relationship between the size of the city and library usage. Most of the population registers with a public library in the smaller cities and a somewhat large circulation rate is maintained per capita. It may be asserted that the impact of the library is greater in the smaller cities. Although small communities below 10,000 have libraries, they are usually poorly stocked and inadequately staffed.

Although there are exceptions, the curve of library use declines in small communities.

Fourth, there is a relationship between the use of the library and the distance separating the user from it. The closer people live to a library the more they tend to use it. Proximity is a major factor in determining library usage.

Recent surveys have not provided information on the impact of distance from libraries and their use by patrons. Field and Peacock's survey in 1948 indicates that fully 76% of the respondents used a particular branch library because it was close to home, another 5%, because it was close to work. About half of the major part of library

registrants live within four to eight blocks of the library. Berelson indicates that there is some suggestion that the factor of distance is less important in a small town where the single central building seems to attract people from a wide radius. The public library like other community service centers has a natural service area. Distance is an important factor in the use of the American public library. Berelson's assertions about library distances from home and work were corroborated by the Maryland Study. Of a total of 16,019 library patrons studied about 74.9% set out for the library from home, 11.9% came from school, and 7.5% from work.[21]/

For 73.9% the library visited is the one closest to their home. The majority use this "close-to-home" library at least once a month.[22]/

Frequency of Use	% of Total Users
Once a week or more	36.0
Once or twice a month	43.9
Less than once a month	13.1
"This is my first time"	4.1
No response	2.9

The automobile is the principal mode of transportation as a whole. Two-thirds of the library patrons travel by car (67.9%), as compared to 24.6% who make their trip by walking and 4.9% who travel by bus. The distance traveled ranges from less than a mile to 420 miles. Eighty percent traveled less than five miles. Of the users surveyed 39.7%

21/ Bundy, op. cit., p. 955.

22/ Ibid.

traveled less than one mile; 44.4% between 1 and 5 miles; 9.1% between

5 and 10 miles and 3.5% between 10 and 15 miles and 1.8% over 15 miles.[23]

This study, like Berelson's indicates that library patrons use the

closest library to their home or work. The study also confirms earlier

conclusions that the shorter the distance to the library the greater the

library usage by greater numbers of people.

Why People Use the Public Library

The patrons of the public library have been described, but the type

of use they make of the library has yet to be explored. The public library

provides a number of services to its users. It lends books, provides

reference information, offers reading and study facilities, maintains

newspaper and magazine files, facilitates research, does group work in

reading, administers discussion groups, tells stories to children, etc.

The list is endless. What use then does the public make of these services

offered by the public library system? Or in other words, why do people

choose to visit the library?

Berelson indicates that of all library activities, the circulation

of books for home use represents by far the major public service provided

by the American public library. Most of the people who use the library

use its circulation services. A comparison of circulation and reference

services derived from three studies indicates that circulation predomi-

nates over reference in a ratio of at least two or three to one. In

short, the circulation of books is the single most-utilized service of

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[23] Ibid.

the public library. The Maryland Study also supports this, although the
table indicating the reasons for using the library does not reveal as high
a differentiation in the ratio of circulation to reference uses as did
Berelson's data.[24]/

Reasons for Attending a Public Library	Percent of Total Users
Return books	43.4
Obtain materials or information on a subject	33.5
Pick out general reading	33.5
Obtain specific books	22.1
Bring child	12.9
Study, using own material	7.4
Meet or consult with friends	3.6
Other reasons	5.7
No response	1.1

The greatest use of the library appears to be book circulation and the next
appears to be reference.

(1) Circulation

Fiction makes up about 60% to 65% of the total circulation of the
modern public library. This figure varies with the sizes of the population
served by the library. The smaller the library, the larger the proportion
of fiction in the literature held. Berelson indicates that fully two-thirds
of the circulation in communities of 25,000 to 50,000 population is fiction.
In metropolitan areas the figure for fiction is one-half of the circulation.
This may be attributed to greater use of public libraries by professional

[24]/
    Ibid., p. 956.

people, the presence of more advanced students, more research needs, and a higher educational level in the metropolitan areas.

In the second greatest proportion non-fiction has been distributed by public libraries regardless of size. All major classes of non-fiction books receiving a rather consistent share of the total circulations across the board.

Distribution of Fiction and Nonfiction Circulation
(Adult) for 1946, in Libraries of Different Sizes [a.] [25]/

Category of Book	Percentages Population Served			
	25,000– 50,000	50,000– 100,000	100,000– 250,000	250,000 and over
Fiction [b.]	67	65	62	54
Nonfiction	33	35	38	46
Useful arts	4	4	4	5
Fine arts	4	4	4	5
Literature	4	4	4	5
Biography	3	4	4	4
Social science	3	3	3	4
History	3	3	3	3
Philosophy and religion	2	2	3	3
Travel	2	2	2	2
Natural science	2	2	2	2
Other	6	7	9	13

Total Number of Libraries Supplying Data

31	18	13	20

a.
  Constructed from information supplied by selected public libraries, Summer, 1947.
b.
  The percentage of fiction in the juvenile circulation is only slightly less than that in the adult circulation.

Percentage of Fiction of Each Group's Circulation (Juvenile)

	25,000– 50,000	50,000– 100,000	100,000– 250,000	250,000 and over
Juvenile	66	65	58	50

[25]/
  Berelson, op. cit., p. 57.

Berelson's data may be compared to that obtained in the Maryland Study. By Dewey Decimal Classification the distribution of subject interests are as follows:[26]

	Percent of Subject Named
000 General Works (library science, bibliography)	1.6
100 Philosophy	1.1
200 Religion	2.0
300 Social Science	23.0
400 Language	1.3
500 Science	11.1
600 Applied Science	12.7
700 Fine Arts	9.5
800 Literature	16.2
900 History & Travel	20.5

When the subjects are grouped in the three broad divisions-- humanities, social science, and science and technology--the proportions are: social science, 45.2%; humanities, 30.6%; and science and technology, 24.2%.

When examined separately, the subject interests of the adults who sought materials is different from those of the total survey group. By Dewey Classification a higher percentage of the total survey group showed interest in the social sciences (31.7%) and the applied sciences (20.8%) and fewer in literature (6.8%). With adults, a far higher percentage of science and technology requests are in these subjects although only 28.1%

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[26]
Bundy, op. cit., p. 958.

of adults were reported to have requested literature, while 45.4% requested materials in art, entertainment and recreation.[27]/

The circulation of types of library books has been examined from the standpoint of currency. A common belief is that libraries provide the "latest books" or "recent best sellers". Not much data is available on the relationship between age of the book and the frequency with which the book is used. However a number of observations suggest that there is a decline in circulation as books grow older.

(2) Reference Information

A key question is how public libraries are related to the personal job of community life of the patrons. In the Maryland Study an answer to this question was sought by asking patrons why they wanted the materials or information requested. The replies indicated that public libraries are used primarily for personal reading and school related use. Public library use to support occupational or group activities is minimal. Respondents in the Maryland Study cited these reasons for using the library: 49.3% used the library for personal interest; 41.7% used the library for school work; 9.1% used the reference library on behalf of another person; 6.5% used the services for their work; 2.0% used the library for a club activity; and 2.6% for some other reason; 5.8% did not respond to the question asked.[28]/

The results of this recent study contrast sharply with the 1948 data from Berelson's study. Berelson found that 26% of total users of a main library[*]/ used reference information for school work; 27% of the patrons

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[27]/ Ibid., p. 959.

[28]/ Ibid., p.956.

[*]/ This figure is derived from a study of the use of the main library in Detroit, Michigan as opposed to the branch libraries in that city.

used information and reference services for their jobs; 38% used these
services for some "other reason".

Service other than Circulation or Information (Unrecorded Use)

Anyone may visit the library and browse through the volumes, read
some interesting titles, secure some piece of desired information--in
short, make use of the library without appearing in the library's records
as a "user". Berelson indicated that the actual incidence of such
unrecorded use of library material is not known. However, the Maryland
Study sheds some light on this aspect of library usage. The study found
that only a small proportion of users avail themselves of library tools,
guides and staff help. Browsing through books on the shelves seems to
be the major way materials are located. Twice as many patrons reported
this activity as compared with those who used the catalogues. Most
users are apparently on their own, since only 16% reported they sought
help from a librarian. The approaches used to locate material are
significant, because the high percentage of patrons apparently come to
the library without a specific book in mind a priori.[29]

Method of Locating Material	Percent of Total Users
Looked through books on shelves	43.1
Reference books	22.1
Library catalogs	19.0
Sought help from a librarian	16.0
Consulted books or magazines	12.4

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[29] Ibid.

Method of Locating Material (Continued)	Percent of Total Users
Read new magazines or news	8.7
Periodical indexes	5.7
Recordings	2.7
Films	0.9
Other use	2.0
No response	11.1

Satisfaction With Library Service

Use of the public library is affected by the public's attitude toward the institution. By and large, there is general satisfaction with the library. In Berelson's research about 75% of the patrons reported that they were able to get what they wanted from the library. Berelson also found that very few library users were unable to satisfy their reading or information demands at the public library.[30]

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[30] Berelson, op. cit., p. 82.

Satisfaction with Public Library Service, Adapted From
Several Studies 31/

				Field &	
	Percentage of Library Users				
Degree of Satisfaction	Haygood 1938	James 1941	NORC 1946	Field & Peacock 1948	SRC 1948
Completely satisfied	"A little over half"	75	75	80	70
Partially or occasionally satisfied	"Over a third"	8	25	16	14
Not satisfied	14	17	-	-	5
No answer	-	-	-	4	11
Total Number of Cases					
	Over 16,000	6,986	400	608	228

The Maryland Study revealed a relatively lower "completely-satisfied" group. Here 47% of users reported being "completely satisfied", while 28.5% indicated that they were partially satisfied, and 7% indicated complete dissatisfaction with the libraries' services. In short, of every two persons leaving the library at any given time at least one appears to be completely satisfied with the service received. 32/

When library patrons go away dissatisfied it is because they cannot obtain the materials they require. Either the books they want are "on loan", or the library does not have them at all. Of these "dissatisfied users" in the Maryland Study, 47% wanted a book already checked out; 35% wanted a book not in the library; 14.4% could not locate material; 6.4% found material

31/
  Ibid., p. 83.
32/
  Bundy, loc. cit.

outdated; 6.1% found material was too elementary; 2% found locating material too difficult.[33]

Further insight into patron dissatisfaction with libraries reveals that of the total group of users in the Maryland Study only 23.5% named one or more difficulties they had encountered in using the library. The difficulties included 7% getting parking space; 5.4%, library was too noisy; 4.7%, hard to figure out library arrangements; 3%, library crowded; 2%, unfriendly library staff; 1%, librarian didn't know how to help; 1%, took too long to get magazines from stacks.[34]

Of the 14,225 patrons arriving by automobile, 13.5% complained about parking problems. Of the 3,417 patrons who sought the help of a librarian, 12.5% of those who sought professional help found the librarian to be "unfriendly", and 5.8% felt the librarian offering help to be incompetent.

Another key to identifying library inadequacies was sought by asking patrons why they chose to by-pass the library closest their home in favor of another library located at a greater distance. Of the 5,234 patrons who did not use the closest library, 54.3% said that the library eventually used had more material; 3.9% said that their local library was closed; 3.8% said the eventually used library had better parking facilities.

The Nelson Associates Study of the New York Public Library System reveals that at least 33.3% of the sample used one other library than the one closest to the patron's residence or job; 21.3% used at least two other libraries and 19.6% used three or more other libraries. In this study

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[33] Ibid., p. 957.

[34] Ibid.

48.6% of users of other libraries indicated that they were dissatisfied with collections in their local libraries; 6.6% used other libraries because they had better working conditions; 40.4% found other libraries more conveniently located for parking and 5.2% found the hours more convenient in other libraries.35/

Non-users

No research among the studies analyzed specifically identified the non-user of public libraries. This was done for this report, and appears later on. In past research information on non-users must be gleaned from the discussions of the users of libraries. The material from the foregoing review of the library clientele indicates that the non-user category is composed primarily of the poorly educated; racial minorities; males; low-income; elderly and rural groups. The adult use of the library is largely a function of their educational level. The more highly educated individuals use the library's circulation facilities and, in particular, the information services of the library. Some scattered observations indicate that the racial minorities (Negroes, etc.) in the lower income brackets with less educational opportunities use the library in fewer numbers than do majority group members. The relationship between race and library usage is probably more a function of socio-economic factors than of skin color per se. Studies indicate that women are by far the most frequent general circulation users, although males tend to use information and reference more than females. Lower income groups may use the library less because they may have access to fiction circulation through paperbacks which may be purchased at low prices.

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    Nelson Assoc. "Prospects for Library Cooperation in New York City." (New York: Nelson Assoc., Inc., 1963), p. A-10.

The lower income groups appear to use the library less because they are generally less well educated. Wealthy individuals may not use the public libraries because they can afford to maintain their own personal libraries in any manner they might desire.

The age of the library user is a factor affecting library usage. The older a person grows, the less likely he is to use the library. This is a function of his physical capabilities, distance from library, and interests. The studies indicate that children are the most frequent users of public libraries.

Distance from library services has been shown to be a significant factor affecting library usage. The further one is from library services, the less use he is likely to make of those services. The occupational group furthest from library facilities are farmers or individuals residing in rural isolated communities.

College and University Library Users

The college and university library user may be examined from the standpoint of socio-economic factors, class level, sex, grade point average and course work assignments.

A major study in this area was completed by H. Clayton.[36] The data was collected at "Southwest College" from a sample of 545 students. Four socio-economic variables were explored by Clayton. These are occupation of the students' parents, total income of family, amount of schooling of parents and the population of students' high school.

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[36] H. Clayton, An Investigation of Various Social and Economic Factors Influencing Student Use of the Library (University of Oklahoma, Unpublished Ph.D. Dissertation, Norman, Oklahoma, 1965), p. 55.

(1) <u>Occupation of Parents</u>. Clayton found that there was a slight correlation between the numbers of books borrowed by students and the occupation of their parents. For example, 25% of the student body studied hailed from farm communities; these students were observed to have used a total of 2,234 books. Students from families in the salaried occupations (comprising 25% of the sample) used 2,168 books, and individuals from labor and individuals from wage labor backgrounds (22% of the sampled population) used 1,719 books. The students of business oriented families used 1,228 books. Students from families in the professions (comprising 14% of the student body) used 1,084 books.

(2) <u>Total Income</u>. Clayton found that students from high income families checked out fewer materials than did pupils whose parents had earnings under $8,000. Those students whose families had less than $4,000 checked out the greatest number of library materials. The relatively high incidence of library usage by the lower income students may result from their inability to purchase texts and required reading materials even in paperback form.[37]

Income	Percent of Students	Total Books
$4,000 or less	13	1,346
$4,001 - $8,000	50	4,372
$8,001 - $12,000	25	1,811
$12,001 - $16,000	6	508
Over $16,000	6	396

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[37] <u>Ibid.</u>, p. 64.

(3) _Parents' Education._ Another of the socio-economic factors affecting the students' use of the library is the educational level of the students' parents. An examination of Clayton's data reveals that 8% of the sample were students whose parents had less than a high school diploma. These students checked out 530 books. Twenty-nine percent of the sample had parents with a high school diploma. This group accounted for 2,581 books checked out of the library. Twenty-eight percent of the sample had parents with from 13-15 years of schooling and accounted for 2,302 books checked out. Thirty-five percent of the sample had parents with a college degree or better; this group accounted for 3,012 books checked out of the library. Clayton indicates that, although the education of the parents affects the children's desire to attend college, the educational level of the parents does not appear to correlate significantly with absolute numbers of books they withdraw.

(4) _Size of the Secondary School._ The size of students' secondary school was correlated with the students' use of the library. The purpose of this comparison was to determine whether evidence could be found to support the notion that schools with large enrollments and sizable libraries graduate students who make greater use of the college library. Clayton found that 16% of the sample were from high schools with small populations up to 125 pupils. About 23% came from schools with 126 to 300 students; 29% of the sample came from high schools with between 301 to 850 enrollment; 32% came from secondary schools with enrollments of over 850 students.[38]

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[38] _Ibid._, p. 69.

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A summary of the reserve and regular loans made to students from differing high school enrollments indicates: that the 16% of the smallest school students in the sample used 1,377 books; 23% of students from the next largest school used 1,891 books; and 29% of students (from schools of 301-850) used 2,221 books. Students from schools with over 850 enrollments (32% of the sample) used 2,672 books. This data does not reveal any significant effect of the high school enrollment size on the college students' use of the college library.[39]

(5) Class Standing. Branscomb's study in 1940 indicated that the average number of withdrawals per student progressed evenly from 1.79 for freshmen to 4.97 for seniors. Knapp's study discovered that "there was a total increase in the use of the library between the freshman and sophomore years and a total increase in the use of the library between the junior and senior years." Barkey, in two studies conducted in 1962 and 1963, found that freshmen were using the library more than other students, however. Forty-four percent of the freshmen borrowed one or more books as compared to 35% enrolled in the remaining academic classes.[40]

Several recent studies have provided data on the use of the library as a function of the class level of the user. In 1962 Gorham Lane (University of Delaware) conducted four studies on the use of the library. In May of 1962 a brief questionnaire was distributed by library personnel sixteen times during a five day period at three different hours a day.

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[39]
   Ibid., p. 70

[40]
   F. Barkey, "Patterns of Student Use of a College Library," College and Research Libraries (March, 1965), p. 116.

From an under-graduate population of 3,000 less than 700 responses were obtained. In proportion to the total number of students in their class more seniors (28% of their class) were using the library than members of any other class. Sophomores were next in frequency and freshmen were the fewest (approximately 18%).

Book withdrawal increased progressively from the freshman year through the junior year. During the freshman year the average withdrawal of books was between three and four, during the sophomore year between six and seven, during the junior year between eight and nine, and during the senior year between six and seven. Seniors did not spend more hours in the library than members of other classes, but they were more frequently found there.[41]

(6) Sex. Barkey's study indicates that sex was significant only in the number of men or women using the general collection of books. More women withdrew books, but the average number of books withdrawn per male student shows very little difference from the average number withdrawn per female student.[42] Lane found that the increase in the number of books withdrawn by upperclassmen was much more notable for women students than men students. As second semester seniors, women students' book use was at its peak (six to seven books) whereas the comparable number for men was one to two books, a figure quite typical of the men's withdrawals when freshmen and sophomores.[43]

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[41] G. Lane, "Assessing the Undergraduate's Use of the University Library," College and Research Libraries (July, 1966), p. 278.

[42] Barkey, op. cit., p. 117.

[43] Lane, op. cit., p. 280.

(7) Grade Point. Knapp's study of 738 students at Knox College in
Galesburg, Illinois indicates that students who received high grades use
the library more than students with low grades. Barkey's study of 2,967
students at Eastern Illinois University also reveals that more of the
better students use the library. The lower the grade point average the
fewer library withdrawals there are on a proportionate basis.

Grade Point Averages Compared to Withdrawals[44]

	Total Number Students	Percent of Grand Total	Number Borrowing at least 1 book	Percent of Total Group Borrowing at least 1 book
A 4.0 to A 3.5	118	4	75	62
B 3.0 to B 2.5	907	37	399	44
C 2.0 to C 1.5	1,344	55	529	39
D 1.0 to D 0.5	73	3	16	22
F 0.4 to 0.0	7	–	1	14
	2,449	...	1,020	...

However, conclusions drawn from the comparison of grade point averages and
library withdrawals are not too reliable. For example, in the same study
Barkey found that where the mean grade point average of all students at
the institution he studied was 2.45, the grade point average of book
borrowers was 2.50. In other words, a "C" grade or better could be earned
with or without using the library; 56% of those earning a "B" or "B-" did
not use the library. Of a total of 1,025 students achieving grades from
"A" to "B-" only 474 or 46% were reported to have withdrawn books from the
general collection.

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[44]
Barkey, loc. cit.

Branscomb in describing a similar situation writes: "From the student's standpoint one could say that these students neglected the library's resources, because they found they did not need to use them in order to do acceptable work."45/

Why Students Use College Libraries

Current research on the uses made of the college library focuses on four factors, (1) the purpose of the library visit, (2) the subject-matter of the materials used, (3) the reasons for the use of specific materials, and (4) areas where materials are used.

(1) <u>Purpose of Visit</u>. Johns Hopkins University conducted a study on library usage in order to construct a picture of the activities which make up a library day. The survey was in operation for a few hours on each day during July 3 — August 7, 1964. Two hundred and twelve completed questionnaires were received. According to this study about 10% of the patrons conducted personal business and 50% used their own materials while they were inside the college library.

45/
    H. Branscomb, Teaching With Books: A Study of College Libraries (Chicago: Assoc. of American Colleges, 1940), p. 47.

Purpose of Visit to the Library[46]

Part	Purpose	Persons Number	Percent
(i)	Use of own material only	69	33
	Use of library material only	44	21
	Check-out for home use only	7	3
	Other only	17	8
	Use of library and own material	40	19
	Use of library material and check-out	17	8
	Use of own material and check-out	5	2
	Use of library and own material and check-out	13	6
	Total	212	100
(ii)	Use of own material	127	60
	Use of library material	114	54
	Check-out for home use	42	20
	Other	17	8

Jain studied the use of library materials at Purdue from July 1 to August 4, 1964. He found that use of one's own materials and check-out of materials for home use were mentioned by 60% and 20% of the sample. When asked "If checking out items, now, did you intend when you came, to borrow them or did you get interested in them as a result of browsing?" "Came to borrow," "result of browsing," and "both" were mentioned by 59%, 34%, and 7% respectively of those who replied to this question.[47]

About 46% of library patrons "preferred" to use library material in the library, while 9% preferred to check materials out for home use. The reasons for preferring the library were: "better study atmosphere" (46%), "to avoid mislaying of material" (17%), "easier to refer to other sources" (12%), "save the trouble of carrying it home" (8%).[48]

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[46] A. K. Jain, "Sampling and Short-Period Usage in the Purdue Library," College and Research Libraries (May, 1966), p. 218.

[47] Ibid.

[48] Ibid.

The reasons offered by those not preferring to work in the library were: "more comfortable at home" (40%), "need for longer period" (29%), "can use at leisure" (16%), "use in conjunction with typewriter" (7%).[49]

This revealed that university libraries were used both as a source of library materials and as a place where students study their own notes. Lane's study indicates that more than half of the freshmen were using their own books exclusively. But the number of students using the library as a place in which to work from their own books decreased steadily from the freshmen through the senior class. Conversely, the number of students using library books only increased. Somewhat more than a third of the students using both the library's books and their own increased as students progressed from their freshman to their sophomore years. Reserve books were used by more people than any other library materials. Microfilm and recordings were used least. An analysis by class showed that with the exception of recordings, seniors, more than any other group, used the library most. Only 4% of the freshmen in the library used library materials exclusively. The comparable figure for seniors was 19%. The percentage of freshmen using periodicals was 3.9. For seniors it was more than 8%.[50]

(2) Subject Matter of Materials Used. In the Lane study, it was found that books in the categories of literature and the social sciences were by far the most frequently used. They constituted 50% of all withdrawals. Pamphlets and general works, books on religion, and languages were withdrawn the least (less than 8% of total withdrawals). Freshmen

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[49] Ibid.

[50] Lane, op. cit., p. 279.

withdrew more books in literature; next in frequency for freshmen were books in the social sciences. Freshmen withdrew more books in history than other students, and they withdrew books less frequently in the area of technology.

These same students as sophomores withdrew less than half the history books that they had when they were freshmen. Sophomores withdrew material on social science or philosophy.

Although the area of literature was most heavily used by students in all classes, the number of such books withdrawn decreased steadily from the freshman through the senior year. The books in the social sciences were next in frequency of use.[51]

(3) <u>Reasons for Use</u>. Jain's data indicate that in a sample of 152 library users at Purdue 45% used library materials for their "own interest"; 34% used library materials for course assignments; 34% needed the library materials for term papers, and 18% for course exams; 11% who answered gave miscellaneous (other) reasons. The implications of this study are that 86% of the respondents used the library for course work.[52] Jain's finding is supported by Knapp's study. Knapp indicates that 90% of circulation at a small Kansas college library is course-stimulated. Knapp also found that one-fourth of courses in the college accounted for 90% of the total college library circulation.[53] This means that a very small proportion of courses stimulated the use of most of the library's material. This, coupled with the fact that over 80% of the use of the library is motivated by class requirements, raises questions about the present role of libraries on college campuses.

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[51] Ibid., pp. 281-282.

[52] Jain, <u>loc</u>. <u>cit</u>.

[53] Lane, <u>loc</u>. <u>cit</u>.

Lane's study indicates that few students use the library for recreational reading. If students do not use the library for recreation, and only a quarter of the courses stimulate the use of most library materials, the question might legitimately be asked whether or not the library really fulfills its classic role in the modern university setting. The question might also be raised about the source of the students' information. Where does the student get his material? The boom in paperbacks might be considered legitimately as a major source of information for students. The accelerated use of copy machines, Xerox, etc. have also made checking out of materials from the library more or less obsolete behavior on the part of many users.

Non-Users. A summary of the results of several studies showing non-use of the academic library reveals that a consistently high percentage of the samples studied do not make use of the library facilities.

Summary of Studies Showing No Use of Library[54]

		Percent Withdrawing No Books
2,292	Students in one university 2nd half spring semester	42.0
2,438	Students in 5 colleges 9 months	10.8
836	Men students in "College B" one semester	36.6
486	Women students one semester	28.0
738	Students Knox College one quarter	48.51
2,967	Eastern Illinois University 30 days (1962)	63.0
3,847	Eastern Illinois University 30 days (1963)	62.0

The results of these studies indicate that the library is not used extensively by undergraduates. Lane found in a two-year longitudinal study of student use

[54] Barkey, op. cit., p. 116.

of the library at the University of Delaware that the general library collection was infrequently used by students. Surveying a 20% random sample of freshmen and junior classes at the University of Delaware, Lane discovered that the majority of men students (63%) from the sample withdrew no books from the collection in any given semester during the period covered by the survey. It is somewhat comforting to note that the percentage of undergraduates withdrawing no books decreases from freshman year through the junior year.

Although total figures for the non-users are available, little information is available on specific socio-economic characteristics of these non-users. However, Lane's data disclose: (1) Freshmen reveal the highest incidence of non-use; (2) Seniors have lowest incidence of non-use; (3) Men consistently are greater non-users of the library.

Implications of the Use and Non-Use of College and University Libraries.

The studies examined represent pioneering attempts to assess the use of college and university libraries. As first attempts they have their limitations. A principal limitation is an inherent problem in attempting to define what constitutes a "user". None of the criteria used so far appears to account adequately for the vast amount of unrecorded library use (browsing, Xeroxing, finding reference data). In addition, the mere checking out of information materials does not automatically guarantee the "use" of the material any more than turning on the TV guarantees that that medium is being watched. The first limitation of these studies is the inability to determine what and who "users" are.

A second problem with this research is that few studies have attempted to determine why people select the materials they do. The

emphasis has been on the material (subject matter, type of material, etc.). Nothing has been studied regarding the personal motivational factors (gratification, etc.) inducing the use of the library.

Finally, the research is confusing because none of the researchers appears to be aware of what other researchers are studying. The consequence is unnecessary duplication of the same materials, using the same obsolete research techniques. Cooperation among library research personnel might aid considerably in producing some breakthroughs in the library study.

The results or data of the present research have several important implications for professional and academic librarians. That fewer than 30% of the college students in the universities and fewer than 40% in any class in the university were found using the library facilities during a given week or that the majority of men sampled withdrew no books or materials from the libraries' general collection during a given semester have important implications for curriculum and library planning. That the universities' general collection is not widely used by undergraduates and that when it is used such use does not seem to have any significant relationship to academic achievement suggests that an evaluation of the usefulness of a university library in terms of its general collection alone would be most adequate.

The findings that few students use the library for recreational reading raises questions about the universities maintaining relatively high proportion of literature and recreational reading collections.

The fact that a large proportion of students using the library bring their own materials and use the library for study purposes suggests

that perhaps the old central college library is antiquated. The needs of the modern college community are geared to study rooms in dorms, university classroom buildings and the student unions.

There is a need for a highly technical, in-depth research library service on the college campus. The advent of Xerox, information retrieval and storage on microfilm and computerized tapes have made the old concept of the central library with study rooms, a large general collection, etc. en passé.

Section II. A Contemporary National Social Survey of Attitudes
Towards Libraries and the Use of Libraries Among
Adults

The Reputation of Public Libraries Among American Adults

On the whole the adult public of the United States—whether they use
public libraries or not—currently exhibits neither highly positive nor
highly negative assessments, totally, of their local public libraries
(Appendix II-1). Here four in ten overall (the largest single bloc) rate
their local libraries as being "good" rather than "excellent" (26%) or
"fair or poor" (12%).

Worth noting is the high degree of indifference reflected in the
fact that one in five (22% replied, "Don't Know") cannot assess the
performance of their local libraries in any direction.

It appears then, that the public's evaluations of the performance
of public libraries in filling local needs is generally tepid. Caucasians,
women, middle-aged persons, people with college educations, and individuals
who are either separated or divorced or else widowed—a highly selective
sub-population—tend to rate their local public libraries as giving
excellent service.

With the exception of marital status—where proportionately more
single people voice a "good" assessment—those who rate the job performance
of local libraries as "good" remain unaffected by differentiations in
social characteristics.

A similar situation prevails among the "fair or poor" raters.
College-trained individuals are most critical of their communities' public
libraries as compared to all individuals who are critical. Otherwise

social characteristics do not influence the group that is generally
displeased with local public library service.

As we shall soon see, Negroes and all adults with 8th grade
educations or less use libraries with the least frequency. It is not
surprising then to find disproportionately large "don't know" or
indifferent responses vis-a-vis evaluations of the performances of
local public libraries among these two particular groups (who overlap
to a large extent).

Generally speaking, all adults, regardless of whether they use
public libraries or not are far more positive than negative in their
perceptions of public libraries (Appendix TI-2).

On the positive side, the predominant reputation that public
libraries enjoy relates to (1) their helpfulness, (2) their conven-
ience, and to (3) the services performed and the manner in which
those services are performed.

Less positive in frequency of ascription are attitudes regarding
the general atmospheres that prevail in public libraries. Here where
57% of the adults sampled termed libraries to be "helpful"; 36% replied
that they are "pleasant"; 36%, "friendly"; 24%, "modern"; 23%, "stimulating";
22%, "cheerful", and only 6% described public libraries as being "fun"
places.

The most frequent negative description of public libraries voiced by
a maximum 8% mentioned "inconvenience".

Basically, criticisms of public libraries focused upon atmosphere
more than any other factor (5%, "old fashioned"; 4%, "drab"; 4% "dull";
2%, "gloomy"; 2%, "unfriendly"; 2%, "discouraging").

What Goes Into the Public's Ratings of Their Local Libraries?

For those who consider their communities' libraries to be
"excellent" or "good" there are four different major manifestations of
positive performance. In rank order of frequency of mention they are:
(Appendix II-3)

1. The variety of books available. (Significantly
more "excellent" than "good" raters offer this.)

2. Personal services rendered. (Again this appears
significantly more frequently among those making
the "excellent" rather than the "good" assessment.)

3. Overall positive performance and service.

4. Special services to and for children.

The three major manifestations of "fair or poor" service expressed
by persons critical of their local libraries are of the following ranking
according to frequency of mentions:

1. Poor selection of books

2. Overcrowded; inadequate facilities

3. Poor personnel and service

It is clear from the data in Appendix II-3 that how people evaluate
public libraries depends on two overall factors mainly (1) the selections
of books that are offered (this is by far the most important) and (2) the
services that are rendered to individual users.

It appears that if public libraries are to maintain and increase
their favorable standings within their communities, concentration on
these two elements above all other efforts portends the greatest ultimate
"pay-off" in overall community goodwill.

Reading Books

Since the use of libraries is a function of reading--and reading books primarily--it is important to look into the current status of book-reading among America's adult population.

Appendix II-4 shows that 55% of all the adults surveyed claimed to have read at least one book over the three-month period preceding the interviews. Since the limitations of the study prevented actual verification of these claims, this figure may be somewhat inflated.[1]/

Compared to the adult samples as a whole book-reading occurs proportionately more frequently.

> ... among young adults (70%)
>
> ... among the college educated (59%)
>
> ... among the unmarried (66%)
>
> ... among women (58%)

Light book readers (one book reported to be read in a three-month period) characteristically tend to be found proportionately more frequently among young adults and among those who are high school trained.

In contrast, heavy book readers (9 or more books over a three-month period) are distributed disproportionately more frequently among young, single, and college-trained adults.

Who Uses Public Libraries and How Often?

Non-Users

Some seven out of every ten American adults currently do not use public libraries, as indicated by the figures in Appendix II-5.

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[1]/
By way of comparison, Gallup Poll surveys over a number of years have shown that between 20-25 per cent of adults can actually name a book they have read in the "past month".

In the greatest preponderance, adult non-public-library-users are to be found among the least well educated, among the least economically well off, among Negroes, among farm people, and in rural locales with populations of less than 2,500. In other words the classical "unreachables" who are located on the peripheries of American society scarcely are being reached to any significant degree by our public libraries as well as by many other of our public institutions.

In addition relatively higher proportions of the following types of persons are to be found in the non-user category:

1. Men
2. Persons 50 years and older
3. Separated, divorced, or widowed persons
4. Childless individuals and families

Users

For purposes of this study, "users" were defined as adults who claimed to have visited a public library at least once during the three-month period preceding the interviews.

Three out of every ten adults in the United States can be characterized as "users" of public libraries by these criteria.

The data in Appendix II-5 afford the following profile of users. On a proportionate basis, users are:

1. More likely to be women
2. More likely to be young (21-34)
3. Most likely to be college-educated
4. More likely to be either single or married and particularly parents of two children

5. Most likely to be Caucasian

6. Most likely to live in large urban centers (1,000,000 population) or in middle-sized cities (50,000-249,999)

7. Most likely to be in the professions or in white collar occupations with annual earnings of $10,000 or more.

In short, the minority of adult Americans whom public libraries now appear to serve mostly are members of our "upper-middle-class" in the main. In effect this clientele can be characterized as a highly self-selected elite rather than as a wide across-the-board "public".

Frequency of Usage

Respondents were asked how frequently they visited a public library during the three-month period prior to the interview.

The following classifications were made according to the responses that were elicited (Appendix II-5):

1. Light Users – visited a public library 1-2 times in a three-month period (10% totally)

2. Moderate Users – visited a public library 3-8 times in a three-month period (13% totally)

3. Heavy Users – visited a public library 9 times or more in a three-month period (7% totally)

The Light User of Public Libraries

One in every ten adult Americans visits a public library some one or two times during a given three-month period contemporarily. The light user is apt to be either male or female.

His light usage of public libraries decreases as age increases (this is true of general use as well) so that twice as many light users (15%) are to be found among those aged 21-34 years as are to be found among those aged 50 years and more (7%).

As does general usage of public library decrease when educational attainment decreases, so does light usage. Here, four times as many persons with college backgrounds (16%) as compared to those with grade school educations (4%) are to be found among light users.

Where marital status affects general patronage of public libraries (the divorced, separated, and widowed are least likely to be patrons), it does not influence light library patronage.

Race does not affect light usage, although far more Caucasians than non-whites use libraries generally.

Relatively fewer light users reside in less populated areas (areas with less than 50,000 residents), a situation holding true for users as a whole.

Light users are concentrated in the professional and clerical occupations—which holds true for users generally.

Farmers, the retired, and the unemployed are least apt to be either general users or light users.

A similar situation obtains with regard to income. Proportionately more persons earning $7,000 or more are apt to be both general and light users while persons earning under $7,000 are least apt to be either general or light users.

Childless families and individuals are least likely to be either a general or light patron of public libraries.

The light user of libraries is most likely to be either male or female; younger; better educated; a small community resident; in the professions or in a white collar job; upper-income bracketed; and a parent.

Moderate Users

A total of 13% of all adult Americans attend some public library between three and eight times in any three-month period.

There is a preponderance of females (half again more than males) in the moderate user sub-group.

In addition, moderate public library users are more apt to be:

1. Younger

2. Better educated

3. Single, predominantly

4. Caucasian (ratio to non-Caucasian is 3.5 times to 1)

5. Residents of small to middle sized locales (2,500–249,999 population)

6. In professional and white collar jobs

7. In the upper-income categories

8. Parents of three or more children

Heavy Users

Seven percent of the adults in the population attend libraries relatively often (nine or more visits during a period of three months).

Twice as many women as men are heavy users of public libraries.

People aged 50 or over as compared to younger persons are least likely to be heavy users.

Three times as many college trained persons as high school educated individuals are heavy users. The ratio of college people who are heavy users to grade school people in this category is 17 to 1.

Heavy usage is generally unaffected by either marital status or size of community.

Four times as many Whites as non-Whites are heavy users.

Heavy library usage is most frequent among professionals and

white collar people and among persons earning $7,000 and more.

Parents with two children are twice as likely as all other individuals or parents to be heavy users of public libraries.

To Sum Up:

1. Only three in ten adult Americans now use public libraries.

2. Women are more likely to use public libraries than men. Men tend to be light or moderate users, while women tend to be moderate users. Proportionately more women than men are to be found in both the moderate and heavy usage categories.

3. As age increases library usage decreases (among people aged 50 and over only 2 in 10 ever visit a library). Younger people (21-34) are more likely to be light and moderate users, and on a proportionate basis, middle-aged persons (35-49) tend to be heavy users.

4. As educational attainment decreases, library usage decreases. Thus where two-thirds of the college-educated adults use public libraries generally, only 1 in 10 grade-school-educated individuals ever use a public library. College-educated people are most likely to be moderate users. People with high school and grade school backgrounds are least likely to be heavy users.

5. Unmarried single people are most likely to use public libraries, and the widowed, divorced, and separated are least apt to make use of these institutions. Single people are most likely to make moderate usage of libraries, and married individuals are equally likely to fall in either the light or moderate patronage categories.

6. Childless individuals make the least general use of libraries, while parents with two children use libraries in the greatest proportions. Parents with one child or two children are equally distributed among light and moderate users. Parents of three or more children as well as childless individuals are more apt to be moderate users rather than either light or heavy users.

7. Small communities (under 2,500) contribute dispro-
   portionately to the non-user group. Persons in the
   larger urban centers tend to be either light or
   moderate users with almost equal frequency.
   Residents of communities with populations of 2,500-
   49,999 tend to be moderate users proportionately
   more so than being either light or heavy users of
   libraries.

8. The major proportions of users of public libraries
   come from among professionals and white collar
   groups. Both these groups tend to be moderate
   users, although professionals are to be found in
   the greatest proportion among heavy users.

9. As income level decreases library usage decreases.
   This holds true for all three user categories.

10. Non-Whites are far more likely to be non-users
    than are Whites. This disparity is not apparent
    among light users of public libraries, however.

Who Uses Libraries Other than Public Circulation Libraries (School or College; Technical Libraries; Industrial Libraries) and How Often?

Non-public "special" libraries are used only by a minute proportion

of the total adult population--13%. Appendix II-6 shows that

- . . . 5% of all adults can be classified as light users
  of "special" libraries (1-2 times in a three-
  month period)

- . . . 3% can be classified as moderate users of "special"
  libraries (3-4 times in a three-month period)

- . . . 5% can be classified as heavy users of "special"
  libraries (10 times or more in a three-month period)

Special libraries cater primarily to the college-educated adults in

all usage categories--particularly in the heavy usage one. Persons with

grade school education rarely use special libraries--and when they do on

occasion, they use them lightly or moderately.

Persons in white collar occupations (clerical, sales) are to be

found most frequently among the light users.

Moderate users are mostly professionals and white collar persons, and professionals are predominant in the heavy user category.

All in all special libraries are used most often across the board by professional people and white collar employees with college educations.

Why Public Libraries Aren't Used (More Often)?

Disinterest in books (note that 45% reported not reading a book over a three-month period) and preoccupation with a miscellany of activity are the two primary reasons for either infrequent or non-use of public libraries among adults (Appendix II-7).

For non-users these reasons are of equal strength. Light users show a greater need for books, but less time in which to indulge their needs.

A substantial proportion of the adult population (close to a fifth in all) simply has no need for public libraries as presently constituted, because they acquire books by other means. This is particularly so among light users where the proportion rises to a full fourth. At least one out of every four light users uses public libraries as a supplement to his own private acquisition of books.

Note should be taken of the fact that one in ten among the non-user group gives flaws in library availability or service as a reason. Half as many light users cite this particular circumstance.

Physical incapacities account for some 7% of non-library usage, but this factor influences light usage in only 1% of the cases.

When the 1,058 (70%) non-users in the sample were asked what public libraries might do to facilitate their use of libraries, a full

6 out of 10 of this sub-group categorically replied, "nothing". In other words among non-library users there is a hard core majority that simply believes nothing on earth can get them to use these particular facilities.

Thus, in the total adult population there is a tough public library "Resister" group comprising at least some 41% of all adults in the country. From what they say, it would take the most imaginative techniques possible to lure these particular individuals beyond the thresholds of our public libraries.

Among the "softer" Resistor group, a variety of possible lures were offered, each by relatively few non-users (by no more than 11% in any single instance):

> More available free time to read - 11%[2]/
>
> More branch libraries closer to home - 7%
>
> Bookmobiles - 2%
>
> Better holdings and selections - 2%
>
> Open longer hours - 1%
>
> Better parking facilities - 1%

These figures are interesting to the degree that they indicate the nation's libraries could attract some 13% of the current non-users (8% additional clients from among the total adult population) if they succeeded in raising what might be termed their current levels of service-convenience.

All in all these figures substantiate the data reported in Appendix II-7.

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[2]/ Base for percentages=1,058 non-users of public libraries.

Services Performed by Public Libraries

Appendix II-8 indicates that three public library "services" are appreciated by the great majority of adult library users (81% when taken together). These "services" are the provision of a variety of "good books/reading materials" (31%); the provision of satisfactory reference and research materials (31%); and of somewhat lesser importance—helpful/courteous all around personnel service (20%).

Auxiliary "special" services and personalized services are accorded minor appreciation by minute numbers of public library users (by no more than 8% of the users in any one instance).

Asked to express their gripes about public libraries, 63% of the current adult users sampled were loathe to make any criticisms whatever.

Expressed grievances among users were of this order:

Too few books; inadequate selections - 12%

Poor reference/research facilities - 9%

Newer, recent publications unavailable - 4%

Not open at convenient hours - 1%

Miscellaneous grievances - 4%

No opinion - 8%

When the adult public as a whole is asked what might be done to improve public library services and facilities, half (49%) the sample (the Resistors) cannot offer any substantive suggestions at all—another indication that public libraries really have no salience at all for at least 4 to 5 of every 10 adult Americans. For these individuals public libraries are remote, almost non-existent institutions that do not appear to generate even an occasional thought or feeling.

Totally, 17% of the adults in the sample believe no improvements in public libraries are necessary.

Again, among the 38% of the public as a whole who do make suggestions for improvements, the recommendations add up to more or less the same story—better book selections and reference materials; better housekeeping and personnel; increased convenience; personalized and special services (Appendix II-9).

Why Public Library Users Do So

Not surprising is the finding in Appendix II-10 that the three most frequent reasons for using the library that users mention are: to obtain information on special problems (52%); to borrow non-fiction books (50%); and to borrow fiction books (46%).

Although "borrowing non-fiction and fiction books" together account for 96% of the reasons offered for why people go to a public library, it is evident that circulation alone is not the only reason. Of equal importance is information seeking where together the categories "to obtain information on special problems" and "to use reference books and periodicals" comprise 93% of all the reasons offered. Add to this the 35% who report they go to public libraries in order to aid their children with their school work; the 15% who wish to examine documents; and the 10% who attend lectures, exhibits, or performances and we readily see that contemporary libraries are no longer mere circulation sources. They have emerged as primary information sources. Thus today's public library is viewed by those who use them as multi-purpose institutions that simultaneously afford both information and circulation. That

circulation is giving way to information as a primary function of public libraries is highlighted by an additional finding from the study.

Fifty-five percent of the sample claimed to have read at least one book in the three-month period preceding the interviews. Asked to indicate how they acquired the books they had read:

. . . 40% replied they had bought them on their own

. . . 18% said they borrowed them from a public library

. . . 1% claimed to have borrowed them from friends.*/

In all, less than a fifth of the total adult public who claim to read books report that they borrow these books from a public library.

Not to be overlooked are some of the auxiliary functions that public libraries offer adults. For some 22%, public libraries offer the opportunity to "relax and browse"; for one in ten the public library is a place where one can work in quietude and without interruption; and for 8% public libraries are used for borrowing or listening to phonograph records. Thus, anywhere between 32% and 40% of the adults who attend public libraries view them primarily as oases--quiet refuges that offer a pleasant haven where one can retreat temporarily from the daily hustle and bustle of life.

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*/ Totals add up to more than 55% because of multiple responses.

Section III. Fourteen Experts Express Their Views on Library Usage

Characteristics of the Sample--Their Use of Libraries

Among the 14 Library experts who were contacted in this study there were 9 men and 5 women.

- ... 10 of the experts are aged 50 or over.

- ... 4 have doctorate degrees; 6 have M.A.'s; and 4 have a bachelor's degree.

- ... 10 experts have been employed in Library work for at least twenty years.

- ... 10 of the 14 experts in the total group have had experience in college and university libraries; 6 have been employed in special libraries; 4 have worked in public libraries in small cities; 3 in middle-sized cities; and 4 in large cities. Two have been employed in public school libraries.

- ... Among the 14 there were 6 experts who consider themselves to be administrators primarily; 3 each who consider themselves as either teachers or researchers mainly; and 2 who look upon themselves as librarians for the most part.

As a group, 7 of the 14 said they are accustomed to using public libraries for both their research work (4) and leisure-time reading (3).

The second most frequent usage of libraries among the experts involves university libraries (4) and specialized libraries (4).

Three experts report they make use of their own personal libraries.

It is obvious that a number of experts make use of more than one type of library facility.

The Expected Functions of Contemporary Public Libraries

Although many experts agreed that the community-size criterion is not a suitable one by which to evaluate the functions of public libraries they, nevertheless, made such assessments about public libraries serving three categories of communities:

a. Small communities (population 50,000 - 100,000)

b. Middle-sized communities (population 100,000 - 1,000,000)

c. Large communities (population over 1,000,000)

The general consensus among the experts was that all public libraries should serve three functions mainly--provision for the education/information needs of the community; provision for its cultural needs; provision for its recreational needs. The focus of concern among experts hinges on the mechanism whereby such needs are actually met and the adequacy of these mechanisms. Here it was indicated by a number of experts that it is foolish for public libraries across-the-board to attempt to be "all things to all men". Rather, it was suggested that public libraries should attempt to confine themselves to specific targets and to limited but well-pursued programs within their limitations of funds, material, and personnel. The following observation illustrates this particular point of view:

> "If libraries tend to be poor the reason is that they are
> trying to serve everyone. They should set one or two major
> goals to serve one or two major sectors and give every-
> thing they have--top staff, top money--to this effort."

The Expected Functions of Public Libraries in Smaller Communities—
Meet Popular Demands; Interdependence

As one expert explained, "The larger the community the more the
libraries have to do." Generally speaking, the experts manifested far
less expectations for the smaller-community public libraries than they
did for the rest. The one key set of expectations for smaller
community public libraries voiced by the experts was that they should
try their best to react to popular demands. They should function in
ways that are best suited to the make-up of a given community. Thus,
if the community is made up of industry mainly its public library
should be an information resource primarily; or if the community is
predominantly suburban, its public library should serve as sort of a
community cultural center.

There is a divergence of opinion about whether public libraries
in smaller communities should stick to providing routine services or
should try to provide auxiliary services such as lending records,
holding art shows, providing children with "story-telling". The formula
offered here is, "if they can afford to—let them".

In all, not much more than routine service is expected from smaller
community public libraries by the experts. The low level of expectation
becomes reflected in the relatively low esteem in which these libraries
are held. Of the 14 experts contacted, 9 rated the performance of this
class of public libraries as "fair"; 3 rated it as "good", and 2 did not
make an assessment. No one gave either the "excellent" or "poor"
assessment.

The primary reasons behind the experts' tepid evaluations are concerned with reported inadequacies in this class of library's funding, facilities, resources, personnel, and imagination.

The following quotations are illustrative:

> "The tax base is too small. They can't attract good people. They lack strong leadership."

> "Obviously they need better staffs. Too often these sized libraries are run by non-professionals."

> "They are a little too much tradition-bound. They should be more imaginative--offer more outgoing services; be more community oriented--take more initiative."

Three suggestions for improvement dominate the opinions of the experts.

Most importantly it is suggested that public libraries in smaller cities stop trying to "go it alone". Instead, it is proposed that smaller libraries integrate themselves more closely into State systems and enter into co-operative sharing exchanges with larger libraries all over the country.

> "There must be more cooperation, especially in acquisition, ending or minimizing duplication. More cooperation in pooling special materials and sharing professional personnel."

> "They can be improved by working with the State Library and particularly with larger libraries that are neighbors to facilitate the availability of books not owned locally or that are not in mass demand."

Second, is the cry for more financing.

> "Federal and State Government must recognize that small libraries need more financial support."

"There must be better integration of small libraries into larger library units which can generate better financial support. Only Federal funds will make this feasible--"

"These libraries need more money, larger quarters and better staff. More money."

However, the experts believe that requests for extra funding should be justified in terms of the improved services that will result. Thus, there is focus on tailoring services to needs, communicating this to the public, and then requesting more money. This adds up to the overall need for better public relations.

"Small libraries must convince the public that quality service can be furnished economically and that it is desirable from an educational point of view."

"They have to get outside consultants to come in to look over the situation from the point of view of what services are needed and how much money will be needed to support these services."

"They need to demonstrate their value to the community in order to get support."

The Expected Functions of Public Libraries in Middle-Sized Communities-- Begin to Specialize; Stand on Their Own

In essence public libraries in middle-sized locales are seen by the experts as being far more autonomous than those in smaller places. Following through on the theme of "the larger the community the more the libraries have to do", the experts view public libraries in middle-sized communities as beginning to offer specialized services--particularly in the key area of filling information/education needs.

Rather than trying to coordinate their services with neighboring and State systems, public libraries in this particular class are viewed as complementing various college and university libraries, technical

libraries, and business and industrial libraries in their locales. On the whole the experts who were queried believed that public libraries in middle-sized cities can very well serve as essential components of the total information resources that are available in these areas.

Public libraries in the middle-sized class are expected to gear their activities much more closely to the _diverse_ needs of their communities than are smaller libraries. Experts who were studied place particular stress on the needs of technology and business, disadvantaged groups, and of students in this regard.

> "They should have ready access to a rich variety of printed materials that are geared to sharply changing needs of modern society. There is a need for increased capacity to serve in a growing industrial and technological society. It is urgent that they find flexible imaginative ways to bring the library service to both low literacy groups and to students."

Over all the experts are more favorably disposed toward middle-sized public libraries than they are with regard to smaller ones.

Here, although none of the experts gave an "excellent" rating to public libraries in the middle-sized class, 6 rated them as "good"; 6, "fair", and 2 made no evaluations. No one classified the libraries as performing "poor" jobs.

Public libraries in middle-sized communities were praised mainly for their pioneering spirit in attempting to be innovative as well as for the quality of their personnel.

> "They have been in the forefront of developing 'the center-of-interest' concept rather than concentrating solely on 'materials'."

> "Much of the impetus for library improvement has come from libraries of this size."

> "They have very good people who are dedicated and doing a very good job."

Those experts who made "fair" assessments of public libraries serving middle-sized communities faulted them most often for their "parochialism" and lack of understanding of the "new" needs of their respective communities—especially the needs of the "disadvantaged".

> "They are still trying to serve everyone rather than concentrating on the special needs of special sub-populations."

> "They haven't yet managed to develop specialized programs tailored to the needs of a more varied clientele. They tend to have a number of people who today are classed as 'disadvantaged'. They simply have to provide services which will appeal to this group."

> "In too few instances have they broken away from the classical style of library service in dealing with socially disadvantaged people. They haven't taken advantage of the skills of social workers and other professionals in helping groups of this kind."

Although one or two experts suggested the cliché—"more money, more space, more personnel"—formulas for improving public libraries in the middle-sized city, this did not reflect the thoughts of the majority of experts who were studied.

Most experts believed instead that the resources already at hand must be studied and "modernized" in order to develop imaginative new services that changing communities call for. High stress here was placed on conducting self-evaluative research, on assessments of manpower utilization, and on the adoption of modern systems and automated approaches in the services to be rendered. These interview protocol are exemplary of the positions taken on these scores:

"I think they need careful study of their work processes."

"What is needed is increased automation of all types."

"They should adopt more systems approaches."

"I recommend closer examination of work procedures. They need more efficient use of manpower to offer the services needed by the community."

The Expected Functions of Public Libraries in Metropolitan Centers-- Diversification and Specialization; Co-Ordination and Leadership

Large metropolitan based public libraries are seen by the experts studied as highly diversified and specialized institutions that are sensitized to the most varied and often exotic needs of the gigantic communities they seek to serve. In essence they are viewed as proto-typical pace-setters in librarianship--as major resources of research and experimentation in the field to be emulated by smaller libraries in their regions and throughout the land.

Metropolitan public libraries are expected most often to provide highly specialized information services to the panoply of sub-groups that make up our huge metropolitan centers. Thus it is not uncommon for the experts to expect such public libraries to develop and maintain specialized collections in science, technology, business, social science, drama, music, in international affairs, on ethnic minorities, and the like. In other words metropolitan public libraries are expected to be both imaginative and comprehensive in the services they offer.

Furthermore, our major libraries are seen as focal points around which many activities of smaller libraries can be developed--and most importantly--can be coordinated. Thus, the metropolitan public library not only must serve as a major information resource for the varied

sub-publics of our largest cities, but additionally it must serve as an "in-put" mechanism for bettering the jobs to be performed by smaller libraries.

How well do the experts see the major libraries of America fulfilling these expectations?

Of the 14 experts studied, 2 rated the job performance of major metropolitan public libraries as "excellent"; 5 rated it as "good"; 7, "fair"; and none, "poor". Again a division of opinion, with half the group being more favorably disposed and the rest remaining less favorably disposed to our metropolitan based public libraries.

Whether an expert gives a favorable or less favorable evaluation of our largest public libraries seems to depend mainly on his impressions of how well a particular institution appears to cope with the enormous pressures that are applied to it. Thus, the more favorably disposed among the experts usually alluded to specific libraries as examples of high performance.

> "The New York, Philadelphia, Boston, Detroit, and Brooklyn public libraries—in their own styles— are doing good jobs.
> New York at Lincoln Center—with the idea of a branch devoted to the whole business of dance, music, and theatre—is doing a marvelous job.
> The Brooklyn library is good for its community."

> "There are exceptional cities like New York and Boston which are doing excellent jobs even while being overwhelmed by demands for all kinds of services."

> "They are doing a good job. This is my personal opinion based on my contacts and my experiences in the field."

Those tending towards criticism of the larger metropolitan-based
public libraries show disappointment with their seeming lack of success
in reaching significant sectors of the urban population.

> "The main failure with the metropolitan library is
> that its branch system has not reached the urban
> poor."

> "I don't think they have caught up with the needs
> of social unrest and the technological and
> sophisticated needs of the present generation."

> "They have to develop a greater variety and many
> more imaginative programs for dealing with the
> minority groups. They have to develop more
> sophisticated methods of service for the scholars
> and scientists."

> "They need to provide books, films, and audio-visual
> aids designed specifically for near illiterates to
> encourage and help them and also provide more
> industrial and technological books. They have to
> keep in touch with the needs."

On the whole, the experts in the study stressed the same "suggestions
for improvement" for both large and middle-sized libraries. For the large
libraries modernization, automation, and better utilization of personnel
were emphasized.

Some Expert Thoughts about College and University Libraries—
Service to Students and Scholars

The college/university library is seen primarily as a top-drawer
institution that trades in intellectual commodities for two distinct
audiences exclusively—students and scholars/researchers. The college/
university library is idealized as the noble paragon of libraries that
affords service primarily to the intellect—the stretching of the mind.

Secondarily the college/university library is viewed as most

important adjunct to curricula. It is a resource "without which colleges

and universities could not function".

Thirdly, the college/university library, like the large metropolitan

library, is viewed as a model for all other libraries to emulate as well

as a major resource to which other libraries can go for both aid and

counsel.

This rather exaggerated positive view of college/university libraries

is reflected in the job performance ratings the experts attributed to them.

Here, 4 of the 14 offered the "excellent" assessment; 7, the "good" evalua-

tion; and only 3, the "fair" rating. No one proclaimed a "poor" assessment

for this class of libraries. Perhaps the fact that 10 of the 14 experts in

the sample had work experience in college/university libraries has something

to do with their predominantly favorable assessments of these institutions.

Here is a quotation that illustrates the more positive disposition of

the experts.

> "From my own experience I know here is where you are
> getting imagination and top-quality brains. There is
> a lot of pioneering and interest. Publishing is going
> on. There's a lot of experimentation and good leader-
> ship."

It should be pointed out that the over-all positive view experts

hold of college/university libraries is not an unequivocal one. When

they assess academic libraries the experts are mostly mindful of the

large, well funded, high status institutions.

The experts project considerable amounts of criticism of the

smaller, poorer, and lower status college libraries. In particular

they point out that junior college and community college libraries have

inadequate means of serving the needs of both students and faculty.

"There is a low level of academic libraries serving
in college and universities in the South. The needs
of the present generation of teenagers and the more
technical and sophisticated needs of today are not
being met. Junior colleges, community colleges and
satellite campuses are not getting adequate service."

"Junior and community college libraries are doing the
worst job. They simply have inadequate collections."

Calls for improving academic libraries concentrate mostly on
upgrading the smaller ones through injections of additional funds for
improved facilities; better collections; and higher quality personnel.
The latter is stressed most frequently.

A number of experts call for setting up more and better systems
of inter-library communication and cooperation.

As to the future of academic libraries experts recommend:

1. More automation.

2. Increased collections to keep up with increased
   enrollments.

3. Increased leadership with regard to publication
   and consulting services, teaching methods, and
   library research.

4. Consolidation as the one main campus information
   resource.

5. Establishment of a national network of library
   information exchange to avoid duplication of
   materials and services.

6. Work towards general stimulation of students'
   interests beyond curriculum.

The experts suggest a four-point program for bringing these
recommendations into being:

1. Re-evaluate and re-define the goals and objectives
   of the academic library.

2 Upgrade their personnel and gear services to the
   needs of the academic community.

3. Communicate goals, services and need to the academic community, alumni, and voters.

4. Obtain enough money from Federal, State, local and private sources to fund improvements where they are needed most.

What Services Public Libraries Do Best and Worst at Providing

In effect the distribution of the experts' evaluations of what our contemporary libraries do best and worst point up several short-comings in public library performance that have been noted previously.

Services Public Libraries Best Provide	Number of Mentions
a. Basic adult general reading/circulation	8
b. General children's reading/storytelling/ circulation	7
c. General reference/guidance	6
d. Special reference services for pupils and students	5
e. Special information/reference services for specialized sub-groups	4
f. Extension services (e.g. Bookmobiles)	2
g. Films showings	1
h. Coordinating area resources	1
i. Avoiding censorship	1

Services Public Libraries Provide Least Well	
a. Reaching minority groups, the disadvantaged	8
b. Reaching special groups such as scientists, technical community, the avant-garde	5
c. Furnishing reliable up-to-date information and research material	4
d. Provisions of community cultural/adult education services	3

In capsule, the experts who were sampled believe what public libraries have been doing routinely throughout the past they continue to do best currently.

However, in keeping pace with the growing urban problems of our time, public libraries are considered to be generally less effective. In this regard the experts see our public libraries as failing to reach out to those who might benefit from their services most.

Additionally the experts visualize shortcomings in our public libraries' attempts at fulfilling roles as major information, adult education, and general cultural resources.

Extending the Community Roles of the Public Libraries

To what extent can the public library become more integrated into the actualities of contemporary life? To what extent can it contribute to the amelioration of hard core social problems like juvenile deliquency and adult self-education?

The consensus among the experts studied is that the public library can affect these kinds of social problems—but not alone and not directly. Not one expert in the 14 contacted held the view that public libraries by themselves can "prevent" juvenile deliquency or "educate" school dropouts. Yet most agreed that if public libraries were to take on more active roles in their communities in setting up co-operative lines of communication with other educational and social agencies—much indeed could be accomplished in this direction. Here, the key lies in libraries first shedding their usual autonomous "remote" social roles and then getting together directly with the total community social welfare-educational establishment in cooperative community-wide problem solving efforts. The key phrase here is "community involvement".

"They can accomplish cooperation through periodic
but regular conferences with school administrative
personnel, directors of social settlement houses,
and other community leaders."

"There is a need for public libraries to ally them-
selves with community colleges. They aren't yet
really in touch with the new junior colleges, and
college reflects the new social needs.
    I don't see many libraries working with music
centers or art centers to provide a totality of
culture."

"I see the need for co-operation with all sorts of
community agencies and programs such as poverty and
the aging. Co-operation with business men's groups.
The libraries must participate. They must go beyond
saying, 'We have books.'"

There are certain limitations that restrict libraries from

engaging themselves in these undertakings. Perhaps the most critical

as seen by the experts, is the traditional image of the library that

is shared by library personnel and community alike.

Additionally, it was pointed out by a number of experts that

libraries cannot be expected to be primary social-educational agencies.

The best they can be expected to do is to serve as secondary back-up

resources to the major on-going agencies and programs that serve the

community directly.

The Physical-Personnel Problems of the Public Libraries

The following figures show that the most pressing problems facing

today's public libraries is what the experts call the "manpower crisis".

The Physical-Personnel Problems of Public Libraries

	Problem	or	Number of Mentions: Most Urgent Problem
Manpower shortage; lack of trained personnel	13		12
Lack of proper buildings; inadequate space, facilities	7		2
Lack of financing	5		2
Book acquisition	5		3
Archaic procedures	4		1
Inadequate salaries	2		1

In the views of the experts public libraries are faced by a variety of "hard-core" problems that involve need for more and better space; more adequate financing; more and better book acquisition opportunities; the elimination of archaic procedures; and improvements in salaries. But the one major problem that is seen universally as offering the greatest threat to the very existence of public libraries is the inability of these institutions to attract and to keep trained professional personnel.

Why there is a "manpower crisis" in our public libraries is due to a complex of factors that, according to the experts, spell out one thing-- libraries lack an attractive "image" in the manpower market place. Most experts in the sample put the blame squarely upon the public libraries themselves for this state of affairs. Most often they argue that there is no precise definition of what jobs library personnel are required to perform; that the libraries have not been putting a premium on creativity, imagination, and innovativeness; that institutions training library

personnel have leaned too much in the direction of "how-to-do-it"; that

public libraries have not overcome their overbearing "routine work";

that the salaries offered by libraries are generally below those offered

in business and industry.

The following quotations disclose considerable displeasure among

the experts with the public library "manpower crisis" and with some of

the reasons behind it.

> "The fault is with library education. It's mostly
> a how-to-do-it orientation. Traditional library
> service is seen as lacking vision and therefore
> does not appear to be a valuable service."

> "The librarian's job has become less of a scholarly
> one."

> "The library is regarded by many school counselors
> and by the public as too much of a sheltered
> workshop."

> "There must be adequate plans for effective and
> efficient expenditure of public funds so that
> efficient and effective use of such can be
> determined. I see little evidence of this point
> of view in library management."

> "What trained personnel there is is being misused."

> "We haven't been able to unload the heavy burden of
> routine tasks that wear everyone down in the
> business."

> "Salaries are not commensurate with education
> requirement. In many cases we have not defined
> our jobs carefully enough. We need to do extensive
> research so that we can make precise job information
> available."

A four-pronged program for improving the problems is offered.

The first aspect of the program calls for additional financial

support from Federal, State and local sources.

"Get more grants in aid from the Federal Government.
The States will put up some money if the Federal
Government gives them a boost."

"The community should provide monetary incentives
and encouragement."

The second is concerned with libraries taking the initiative to

re-define their goals; to streamline their procedures; to embrace

automation so that better use can be made of the trained personnel that

is available presently.

"There must be more efficient use of available
technical services which will release trained
librarians for real public service."

"Perhaps what is needed is a multi-million
dollar demonstration center which could define
libraries' limitations and activities."

"I believe three things are needed.
  1. A reclassification and restatement of the
     public library (and its goals) as an
     active agency.
  2. Increased emphasis on public librarianship
     in the schools.
  3. Not to draw away from but to embrace the
     new technological computer changes."

"Management can study methods and procedures of
work, it must make more use of computers."

The third element in the over-all proposal for library improvement

is concerned with upgrading library education to cope with the changing

needs of our contemporary communities and the public libraries that seek

to serve them.

"There must be an increase in training agencies
and more efficient use of library personnel."

"Library schools should face up to the problem
of recruiting and training more people."

"Library education must be improved. We must get
some top-notch brains on library school faculties—
especially we must get non-librarians. We must
emphasize research in library education programs—
but not particularly in library research. We must
get support for library school students just as we
do for prospective teachers."

Finally, the experts suggest developing sound public relations
programs which will acquaint communities with their public libraries,
what they have to offer, and what their problems are.

"There must be an educational campaign to educate
the public about what libraries can do for them.
    Trustees and city government are not educated
to library needs."

"We've got to generate much stronger voter support
at Federal and State levels. There must be more
public understanding of the crucial importance of
imaginative librarians.
    There must be more dramatic impact on the
political mind."

Users and Uses of Public Libraries

For the most part the impressions of who uses or does not use
public libraries that are voiced by the experts jibe with the research
findings that are presented elsewhere in this report. The reason for
this is that the experience levels of these experts is impressive, and
12 of the 14 experts report that their observations of usage are based
on personal experiences. Further, 9 of the 14 report that what they
know about usage comes from research reports they have examined.

As a momentary aside, the experts were asked to evaluate general
research on library usage with these results:

1 rated it "excellent"

2 rated it "good"

6 rated it "fair"

3 rated it "poor"

2 experts made no effort at assessment

Doubtlessly the majority of experts in this sample are relatively unhappy about the state of library usage research.

The experts see library users mainly to be children, students, and middle-aged, middle-class, better educated professionals and businessmen.

They indicate that public libraries are currently being used as frequently as information sources as they are for general reading and circulation. One expert noted, "Information is more important than leisure reading. Circulation has fallen off."

Thus, the experts admit that contemporary public libraries are still offering routine services to selected "book-oriented" segments of the public instead of the entire public.

Thirteen of the 14 experts contacted answered that the claim that public libraries today "cater mostly to elites" was either "very accurate" or "fairly accurate".

Non-users, the experts point out represent that majority of the public which is not particularly book-oriented. In the eyes of the experts the non-user public is comprised mostly of the less-well educated, minority groups, the poor, and those whose leisure activities do not normally include books.

There is a minority book-oriented sub-public among non-users in addition, it is indicated. These are persons who buy their own books

plus scholars and specialists who both need and have access to highly specialized sources of information.

Although most experts put the "blame" for non-usage upon an "indifferent" public that is essentially a non-book-reading one, a number of experts place some responsibilities directly upon the libraries who, they argue, have failed to reach these non-users with offers of new, meaningful, and useful services that are oriented directly to their particular needs.

How satisfied are the American people with their public libraries? The survey reported elsewhere in this document shows that for the most part most American adults are more or less indifferent about their public libraries.

The experts read the public's pulse quite similarly. Half the experts (7) sampled believe the public is only "fairly satisfied", and the remaining half claims that a high degree of indifference (neither satisfied nor dissatisfied) characterizes the outlook of the public as it pertains to their libraries.

The noted lack of relative satisfaction that the experts observe stems mostly from the libraries' asserted inability to keep up with public needs.

These quotations are illustrative:

> "Libraries are too self-protective. They are afraid to go out on a limb and try new things that might attract more people."

> "People just aren't getting good service."

> "Neither the public nor the libraries show any great desire to change, to re-do, to innovate more suitable services."

> "Most users have never experienced 'excellent'
> library service."

Another reason for the public's apparent indifference towards its libraries, the experts note, is due to an observed lack of interest in libraries as compared to other institutions (e.g., schools, hospitals, protective services) among the people. Libraries are low men on the institutional totem pole, the experts claim.

Changes in Users and Usage

Among all 14 experts nine reported having noted the occurrence of changes in both public library users and library usage. With only two exceptions these changes have been observed to have occurred within the past two decades. The two exceptions reported having noticed changes happening within the past 3 to 10 years.

The changes in users most frequently noted by the experts who have observed changes (by 6 of the 9) relate to the greater influx of students into the public libraries plus increases of library patronage by persons with specialized interests (by 3 of the 9). Two experts in the group report having noted increases in the numbers of lower income persons who patronize public libraries.

The differences in usage cited most often by the experts refer to noted drops in general reading/circulation (by 5 in 9) and simultaneously, to noted increases in the use of reference/information services (noted by 5 in 9). Three experts mentioned that they have observed increased public usage of non-book ancillary services such as borrowing tapes, records, art reproductions and such.

Fundamentally, as the following interview protocols indicate, the changes in library usage that the experts point out, have derived from two sources mainly. They are (1) a growing realization in the post-Sputnik era that the United States was falling behind in scientific/technological achievement and (2) the "information explosion" that has been brought about by computer technology and by the mass availability of television plus paperbacks.

> "This growing need for information followed the Russian Sputnik launching. The realization that they were better than we were. This touched off our knowledge and information explosion."

> "We are becoming more and more a scientific, computerized, and mechanized society."

> "Our ever-increasing-emphasis on specialization requires new skills and increased knowledge."

> "It has been a gradual process. The big change came following the war and the tremendous increase in the availability of paperbacks and television."

> "I think these changes occurred because of the increased accessibility of fiction and non-fiction in paperback."

Motivating More People to Use Public Libraries More

With near unanimity the experts agreed that non-users can be attracted to use public libraries if the institutions themselves go out of their ways to uncover their needs and then adjust their programs and services accordingly. The keynote phrase here, as used by one expert is "outreach". Public libraries, it is suggested, cannot expect non-users to come to them simply because—like the great mountain peaks—they are there. Public libraries must adjust themselves to actual public needs and then actively reach out in imaginative ways to attract the non-user.

"We need more 'outreach'. More storefront libraries
in the slums, participation of the culturally deprived
in the planning of library collections, services, etc."

"We must go to 'them'. We must be concerned with need
and use rather than with circulation. We have to put
outlets where the state of public education demands
them."

"This is very difficult to do, and it may not be the
libraries' job alone—with one exception. If you
demonstrate that you have a service that can fit
people's needs you are more likely to have people
recognize them by themselves than it does if you
simply announce that you have all those goodies."

"Libraries must offer more imaginative services and
improved facilities that are more closely related to
real needs. They must actually demonstrate what
libraries can do as part of all inclusive culture."

From the testimony of the experts there is an indication that many

public library systems are currently actively engaged in reaching out to

publics that are not normally "users". Particular efforts are being

made to reach the poor and minority populations by the public libraries

of New York City and its boroughs, by libraries in Newark, Kalamazoo,

Milwaukee, Baltimore, Los Angeles and Cleveland. Typically, these are

demonstration programs where staff members make direct neighborhood

contacts, open up store front branches, run essay and art contests, and

stock collections that may be of particular interest to potential

patrons.

The experts assert that the success of these efforts vary. All

concede that it is too early to determine how effective these "outreach"

efforts actually are.

Three additional efforts at motivating non-users were cited as

being rather successful by a number of experts. These are:

1. An unspecified number of school demonstration
programs that are now in progress throughout the
country. These demonstrations have been concerned
with creating "ideal school libraries" with the
infusion of what one expert termed, "a good chunk
of money"; the hiring of "imaginative" personnel;
and the involvement of teachers and school
administrators with librarians.

2. The Minneapolis effort which is described as
utilizing sound public relations techniques via
the mass media to inform the public of the services
that that city's public library has to offer to all
its citizens.

3. National Book Week which uses the instrumental-
ities of mass publicity to generate usage.

Because the effectiveness of these experiments still remains

questionable, and because the experiments are still in progress, the

experts who were queried find no generalizable guidelines for moti-

vating the non-user from these experiences thus far.

The Experts React to Suggestions for Innovation

All 14 experts were asked to react to a rather lengthy statement

which read as follows:

"Again, some critics of libraries claim that various
innovations have made obsolete our classical concepts
of permanent library buildings as merely housing
collections of b(ks and papers. They claim that
investing funds in building new library plants or
refurbishing or expanding old ones are wasteful.

"Instead they suggest that funds could well go into
subsidizing such things as paperback books that
could be sold to the public at cost; or that these
monies could be used to develop and distribute home
micro-dot storage and retrieval systems; or buildings
that are only partially used at present, such as
schools, governmental buildings, parish buildings and
the like. Please describe how you feel about the
argument that more funds should be invested in
physical library plants, rather than in the alterna-
tives that were presented. Please state the reason-
ing behind your thinking."

For 11 of the 14 experts the notion of not funding library buildings but investing money in other means of distribution instead is generally unacceptable. However, it is not argued that traditional library buildings be supported merely because this has been the pattern of old. Rather, these experts persist in urging that funds be used to create imaginative new functional facilities that essentially will convert libraries into true "information centers". This cannot be done by using other public facilities. At most the latter represent stop-gaps.

Automated information storage, retrieval, and reproduction systems are seen as instruments to enhance the functions of the new library-information facility, not as a substitute for it. At the same time, the efficacy of these systems is viewed as lying in the future but not as being practical in the present.

> "These alternatives cannot substitute for library buildings. They are only supplementary. The cost of micro-dot storage is so great that it is a long way off. All these things are useful, but they do not substitute for the physical library."

> "A library plant can be a major information source in many ways so long as it is constructed imaginatively and its connections with all information and communication agencies are made stronger."

> "Buildings are reflections of programs. We need imagination in constructing varied purpose rooms for film viewing, studying, and language-teaching."

> "I don't like the alternatives given because they seem to make the public library even more invisible than it is, but on the other hand, 'visibility' is not a huge Roman tomb in the middle of the city called, 'The Library'. I would think that buildings have to follow the determination of the library's objectives."

> "First, the possession of paperback books is quite different from having access to a total collection

representing a multitude of interests and points of
view. Second, the automation that is being developed
is going to give us a certain flexibility we do not
now have. Its achievements thus far are limited, and
the leaders in the field of automation are not claim-
ing miracles."

Three experts among the 14 agreed that radically new distributive

innovations are needed. One expert put it this way:

"I agree with the critics--at least partially--
because major innovations in consumption in other
areas seem to have resulted from new marketing and
distribution techniques (e.g. supermarkets)."

Another made this comment:

"Less money should be spent on library buildings
as such and more should be spent on micro-dot and
paperbacks and television transmission. In a few
years you will be able to dial the telephone and
get reproductions on a home TV screen. This is
very close. This is where the money should go."

In Your Opinion What Should Be The Elements That Go Into An American National Policy Which Would Promote Increased Usage of Current Library Facilities and of Additional Facilities and Resources That Might Be Provided in The Future?

All 14 experts were asked to respond to this question. Collectively,

their replies reflect both the concerns of the experts and their hopes for

bettering library services in the future.

The experts agree that there is a need for a concerted nation-wide

effort to re-examine the roles of our libraries; to re-orient these roles

according to needs that have been delineated via empirical research; to

experiment with imaginative new methods and techniques; to train and

attract qualified personnel; and to adopt modern methods that have been

proved to be effective.

In short, the experts appear to believe that it is time for our libraries to shed tradition and to step into the actual arena of contemporary happenings.

A number of mechanisms are viewed as essential to bring this about in the views of the experts.

First, heavy stress is placed on the necessity for consolidating and coordinating library activities through State, Federal, and private library-oriented agencies.

Second, the need for extensive sound research, evaluation, development and experimentation is emphasized.

Third, focus is placed on the adoption of modern technologies to library functions.

Fourth, stress is placed on persuading voters to support new, empirically demonstrated effective library programs and services.

Section IV. Conclusions and Recommendations

I. The research that has been reviewed on library usage leaves much to be desired.

Two inadequacies that pose the gravest problems pertain to defining users and to the incorporation of research variables beyond demographics alone.

On the first matter, consensus must be reached regarding what, exactly, a library user is. Is he a person who is simply registered with the library? Is he someone who borrows one book over a six-month period? Is he someone who telephones in for information, likes to browse or simply uses library facilities for doing his own work within its quiet confines? Of course each one of these types is a "user" of sorts. In defining users it is critical that such distinctions be made to avoid lumping all users into one undifferentiated gross category. In the very least "users" should be classified on a two-fold axis of specific purpose vs. frequency. That is to say, it is critical that we distinguish between infrequent vs. frequent book borrowers, browsers, information-seekers and the like. Once such differentiations in types of users are made, different types of users can then be classified according to their demographic characteristics. This will yield some basic descriptions of "how many people of what type make what uses of the public libraries with what frequency." At present we have only fragments of this picture. It is essential that future research on library usage address itself to gathering data of a more sophisticated descriptive nature than it has in the past.

But even if consensus is reached on defining users <u>descriptively</u>
there still remains the problem of finding out <u>why</u> particular classes of
users and non-users behave as they do. The <u>why</u> question is far more
difficult to deal with than is the <u>how many</u>. In order to find out <u>why</u>
library users and non-users behave as they do we must begin to focus
attention upon the complex inner structure of individual motivations
along with determining their social characteristics.

Let us cite an example. If we know that proportionately fewer
Negroes than Whites borrow books from public libraries, we can explain
this on one level. Negroes do not have the same educational opportu-
nities as Whites, they therefore are not as "book-oriented" as Whites;
therefore Negroes "use" libraries less frequently. This is a plausible
"why" interpretation; but it does not explain the fact that many Negroes
do use public libraries, while many Whites do not.

Obviously we need more than demographic descriptives here.

In the very least we must look into the following form-types of
psychological variables that would go a long way in answering why
different sub-groups in the population behave as they do. Critical to
the <u>why</u> question are observations relating to people's:

1. Assumptions, beliefs, and presuppositions. These often
   are more determinant of behavior than "objective" facts,

2. Frames of reference attitudes. These are psychological
   "tendencies" or dispositions to react and to behave in
   certain relatively fixed ways.

3. Sensations, images, and feelings. These relate to the
   inner experiences and "pictures in the mind's eye" that

various stimuli (i.e. libraries) generate, and they are most important in motivating people to react to the stimuli either positively or negatively.

4. Gratifications. These are the symbolic as well as actual satisfactions that are derived from given experiences.

To help conduct this kind of sophisticated research on usage it is suggested that individual libraries and library groups consult social scientists who are skilled in the techniques of sound social research.

Another serious shortcoming in library usage research pertains to the serious lack of trend data in the field. It is apparent that most library usage research in the past has been a helter-skelter affair that has been carried out in various locales throughout the nation practically at whim. Thus, different studies use different questions, different definitions and criteria and different samples. The sum total of these individualized efforts is sheer confusion. Instead of being a unitary whole, the body of knowledge that emerges is woefully fragmented and inconclusive. What is sorely needed is a nationally agreed upon set of questions, definitions and criteria, and research procedures that can be applied systematically on both a national and local scale. Perhaps what is needed is a national library usage research body that will serve as one recognized resource for usage research throughout the land. It is difficult to see how sound public library policy can be developed without benefit of long-term systematic trend research on usage.

In addition to serving as a general research resource, the proposed national body might very well consider sponsoring the publication of a handbook on library usage research to be used as a guide by all those who conduct research in this area.

Furthermore, it is suggested that this body immediately begins to support a nation-wide library usage trend study to be conducted every three years over the next thirty years. Although it will be possible to introduce innovations into the ten studies that would be completed in this period of time, it is suggested that major effort be placed in ferreting out uniformities as well as deviances in usage behavior that appear among similarly-gathered data over time.

One more point relating to usage research merits mention. It is evident that introspective libraries all over the country are beginning to innovate and to develop new experimental programs of "outreach" into their communities. It is of obvious importance that these innovative programs be properly evaluated in order to determine their effectiveness. Demonstration unaccompanied by sound evaluation is worthless. Consequently it is urged that all large-scale innovative programs that are conducted by libraries and library groups "build in" evaluative efforts to determine the degree of effectiveness that is achieved by each innovation.

II. It is clear from reviewing past facts plus those gathered ₁or the first time for this report that "public" libraries are public in name only. In actuality our "public" libraries, although available to all, actually serve a minority sub-public which is comprised of a middle-upper socio-economic elite.

Similarly it is evident that the traditional "circulation" functions of publicly available libraries has been changed to include "information service".

It is time, as many experts in the field suggest, that publicly available libraries (as well as the lesser-endowed academic libraries) undertake an intensive self-examination of their specific objectives, goals, and target publics, in order to make certain that the services they offer actually meet the needs of their potential clients as well as of their actual clients.

Painful though the realization may be, it is evident that many of our publicly available and academic libraries simply are not keeping pace with the needs of their potential publics.

The data from this report indicate that the potential publicly available library clientele lies in the range of 60% of the adult population rather than in its actual 30% range. Thus, it is possible for publicly available libraries to literally double their current adult patrons. To do this, publicly available libraries must take hard looks at the composition and needs of their communities. They must examine the extent to which their services are congruent with their needs. They must determine exactly what resources they themselves have to meet these needs and how these resources can be improved (e.g. expanded inter-library cooperation). They must then determine what new resources they need, and offer fully documented justifiable rationales for acquiring such new resources. (This is another area where sound usage research can play a major role.) Finally, our libraries must communicate their own needs both succinctly and clearly to voters and governmental and private funding agencies in order to obtain support for legitimate expansions in facilities, materials, personnel, and services.

APPENDIX I

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APPENDIX II.

COMPOSITION OF THE SAMPLE*/

	Per Cent
NATIONAL	100.0

SEX OF RESPONDENT

Men	47.1
Women	52.9
	100.0

AGE OF RESPONDENT

21 - 34 years	24.2
35 - 49 years	31.8
50 years and older	41.8
Undesignated	2.2
	100.0

OCCUPATION OF CHIEF WAGE-EARNER

Professional & Business: Professional, technical and
kindred workers (e.g., engineers, accountants, nurses); **24.6**
Executives (managers, officials, proprietors, public
administrators)

Clerical & Sales: Clerical and kindred workers (e.g.,
mail carriers, telephone operators); Sales and kindred **10.7**
workers (e.g., retail clerks, claims examiners)

Manual Workers: Foremen, craftsmen and kindred workers
(e.g., railroad engineers, machinists, linesmen,
maintenance, painters); Operatives and kindred workers **39.7**
(e.g., coal miners, truck drivers, butchers, apprentices);
Service workers, Laborers

Farmers: Farm owners, farm managers, farm foremen,
farm laborers **6.1**

Non-labor Force **17.8**

Undesignated **1.1**

100.0

(Continued)

(Continued)

Per Cent

ANNUAL FAMILY INCOME
    $10,000 and over   25.3
    $7,000 - $9,999   22.3
    $5,000 - $6,999   19.0
    $3,000 - $4,999   14.1
    Under $3,000   16.3
    Undesignated   3.0

                                       100.0

SIZE OF COMMUNITY
    1,000,000 and over, including urban fringe   19.3
    250,000 - 999,999 including urban fringe   21.2
    50,000 - 249,999 including urban fringe   13.9
    2,500 - 49,999   15.5
    Under 2,500   30.1

                                       100.0

REGION OF COUNTRY
    East: Maine, New Hampshire, Rhode Island, Connecticut,
             Vermont, Massachusetts, New York, New Jersey,   28.7
             Pennsylvania, West Virginia, Delaware, Maryland,
             District of Columbia

    Midwest: Ohio, Indiana, Illinois, Michigan, Minnesota,
             Wisconsin, Iowa, North Dakota, South Dakota,   29.1
             Kansas, Nebraska, Missouri

    South: Kentucky, Tennessee, Virginia, North Carolina,
            South Carolina, Georgia, Florida, Alabama,   26.3
            Mississippi, Texas, Arkansas, Oklahoma, Louisiana

    West: Arizona, New Mexico, Colorado, Nevada, Montana,
           Idaho, Wyoming, Utah, California, Washington,   15.9
           Oregon, Alaska, Hawaii

                                     100.0

APPENDIX II-1

The Question: "On the whole, do the various libraries in this city (town) do an excellent, good, fair or poor job of serving people like yourself?"

	Excellent %	Good %	Fair Or Poor %	Don't Know %	Total %	Number of Interviews
NATIONAL	26	40	12	22	100	(1549)
SEX						
Men	22	41	14	23	100	(779)
Women	30	39	11	20	100	(770)
AGE						
21 - 34 Years	26	40	14	20	100	(363)
35 - 49 Years	30	40	12	18	100	(495)
50 Years and Over	24	38	12	26	100	(658)
EDUCATION						
College	33	37	20	10	100	(388)
High School	28	41	11	20	100	(816)
Grade School	16	38	10	36	100	(344)
MARITAL STATUS						
Single	20	49	13	18	100	(84)
Married	26	40	12	22	100	(1283)
Other	29	35	12	24	100	(175)
RACE						
White	28	40	12	20	100	(1419)
Non-White	10	35	15	40	100	(130)

APPENDIX II-2

The Question: (Hand respondent card) "Here are some words and phrases
that people use to describe public libraries. Read me
as many words and phrases as you want to that best
describe the libraries you usually go to or know about."

National
%

PHRASES OR WORDS BEST DESCRIBING LIBRARY

Positive Phrases
Helpful	57
Convenient	41
Usually have what I want	37
Pleasant	36
Friendly	36
Satisfying	30
Efficient	29
Encouraging	25
Modern	24
Fast Service	24
Stimulating	23
Cheerful	22
Serious	10
Fun	6

Negative Phrases
Inconvenient	8
Slow Service	5
Old Fashioned	5
Usually do not have what I want	4
Drab	4
Dull	4
Inefficient	2
Frustrating	2
Gloomy	2
Not very helpful	2
Unfriendly	2
Discouraging	2

Could Not Select Any Phrases	15
Number of Interviews	(1549)

The Question: "In what ways are public libraries (excellent/good/ fair/or poor)?"

	RESPONSES OF THOSE WHO SAID		
	Excellent %	Good %	Fair or Poor %

SERVICES THE LIBRARY PERFORMS:

Positive Comments:

	Excellent	Good	Fair or Poor
Wide Variety of Books Available	55	43	7
Personal Service	31	21	4
Good (General) - "Do a good job"	16	16	10
Good for Children	12	12	4
Modern - "Up to date facilities"	9	5	*
Special Services - "Lectures", "Good Reading Programs"	5	1	-
Bookmobile Service	3	5	1
Have Branch Libraries	2	2	1
Hours are Convenient	2	2	1
Audio Visual Aids - "Records", "Films"	1	1	*
Miscellaneous Positive Answers	*	*	-

Negative Comments:

	Excellent	Good	Fair or Poor
Poor Selection of Books	*	*	33
Poor Facilities - "Overcrowded"	*	-	11
Adverse Criticism of Personnel and Service	-	*	9
Poor (General)	-	-	6
Inconvenient Hours	-	-	4
Miscellaneous Negative Answers	-	-	3

	Excellent	Good	Fair or Poor
NO LIBRARY IN AREA	-	-	6
COULDN'T SAY WHAT SERVICES ARE PERFORMED BY THE LIBRARY	4	12	12
Total	141**	120**	112**
Number of Interviews	(415)	(608)	(197)

* Less than one percent.
** Totals exceed 100 percent because of multiple responses.

APPENDIX II-4

The Question: "Now, thinking back over the past three months again, would you tell me just how many books, paperbacks or hard cover, you have had occasion to read during this period?"

NUMBER OF BOOKS READ IN PAST THREE MONTHS

	1 %	2 %	3 %	4 %	5-8 %	9 or More %	Can't recall; None %	Total %	No. of Int.
NATIONAL	5	6	9	5	11	19	45	100	(1549)
SEX									
Men	5	5	9	4	9	18	50	100	(779)
Women	5	6	9	6	12	20	42	100	(770)
AGE									
21 - 34 Years	7	8	10	5	15	25	30	100	(363)
35 - 49 Years	4	6	10	5	12	20	43	100	(495)
50 Years and Over	4	5	8	4	7	15	57	100	(658)
MARITAL STATUS									
Single	5	7	7	6	10	31	34	100	(84)
Married	5	6	9	5	11	19	45	100	(1283)
Other	4	6	11	4	6	16	53	100	(175)
EDUCATION									
College	4	4	10	4	19	38	21	100	(388)
High School	6	8	11	5	11	18	41	100	(816)
Grade School	3	4	5	4	3	5	76	100	(344)

APPENDIX II-5

The Question: "Would you think back over the last three months and tell me how many times, if any during this period you have gone to a public library?"

NUMBER OF VISITS TO PUBLIC LIBRARY
IN PAST THREE MONTHS

	Light Users (1 - 2 Times) %	Mod. Users (3 - 8 Times) %	Heavy Users (9 or More Times) %	None %	Total %	No. of Int.
NATIONAL	10	13	7	70	100	(1549)
SEX						
Men	11	10	5	74	100	(779)
Women	11	15	9	65	100	(770)
AGE						
21 - 34 Years	15	17	8	60	100	(363)
35 - 49 Years	13	14	9	64	100	(495)
50 Years and Over	7	9	5	79	100	(658)
EDUCATION						
College	16	23	17	44	100	(388)
High School	12	13	6	69	100	(816)
Grade School	4	5	1	90	100	(344)
MARITAL STATUS						
Single	10	20	6	64	100	(84)
Married	11	13	7	69	100	(1283)
Other	9	7	8	76	100	(175)
RACE						
White	10	14	8	68	100	(1419)
Non-White	9	4	2	85	100	(130)
SIZE OF COMMUNITY						
1,000,000 persons or over	13	16	10	61	100	(296)
250,000 - 999,999	13	12	7	68	100	(333)
50,000 - 249,999	14	16	8	62	100	(214)
2,500 - 49,999	9	14	8	69	100	(247)
Under 2,500	7	8	5	80	100	(459)

(Continued)

(Continued)

OCCUPATION
Professional and business	15	21	12	52	100	(399)
Clerical or sales	14	19	9	58	100	(178)
Manual labor	10	9	5	76	100	(577)
Farmers	5	2	1	92	100	(99)
Non-labor force	6	8	7	79	100	(281)

INCOME
$10,000 and over	15	18	12	55	100	(412)
$7,000 - $9,999	11	16	9	64	100	(347)
$5,000 - $6,999	12	10	5	73	100	(281)
$3,000 - $4,999	7	10	5	78	100	(219)
Under $3,000	5	6	3	86	100	(244)

NUMBER OF CHILDREN
One	13	13	7	67	100	(254)
Two	14	13	12	61	100	(249)
Three or more	13	18	6	63	100	(374)
None	7	10	6	77	100	(668)

APPENDIX II-6

The Question: "And would you think back over the last three months
and tell me how many times, if any, during this
period you have gone to some other type of library —
such as a school or college library, a reference
library, a state library or a medical, law or other
special library?"

FREQUENCY OF USE OF LIBRARY
OTHER THAN PUBLIC IN LAST THREE MONTHS

	Light Users (1 - 2 Times) %	Mod. Users (3 - 8 Times) %	Heavy Users (9 or More Times) %	None %	Total %	No. of Int.
NATIONAL	5	3	5	87	100	(1549)
EDUCATION						
College	9	10	17	64	100	(388)
High School	4	2	3	91	100	(816)
Grade School	1	1	*	98	100	(344)
OCCUPATION						
Professional and Business	5	7	13	75	100	(399)
Clerical or Sales	12	6	3	79	100	(178)
Manual Labor	3	3	2	92	100	(577)
Farmer	4	—	1	95	100	(99)
Non-Labor Force	2	1	3	94	100	(281)

* Less than one percent.

APPENDIX II-7

The Question: "Why is it that you don't go to public libraries
(more often)?" *

	Total Sample %	Non-Users %	Light Users %
Does not read too many books; prefers magazines, newspapers, TV	40	39	27
Too busy; no time; general preoccupation	35	36	45
Does not have need for a library; has own library; acquires books from sources other than public libraries	18	19	25
Inadequacies in public library availability and service; no library in area; selections, service, distance, hours are unsatisfactory	8	10	5
Physical incapacities, bad health	5	7	1
Miscellaneous	5	4	2

* Totals exceed 100 percent because of multiple responses.

APPENDIX II-8

The Question: "What is the very best service a library has provided you?"
(Ask of those who go to the library)

	Those Who Go to Library
	%
BEST SERVICE PROVIDED BY LIBRARY	
Provides a Variety of Books - "Good reading material"	31
Provides Good Research/Reference Material	31
Helpful/Courteous Service	20
Provides Books for Children	8
Purchased Specific Books that were Asked for	5
Book Reservation Service	2
Current Novels Available	2
Current Events Coverage	2
Audio-Visual Aids - "Tapes, records, films"	2
Good in All Respects - "Can't pinpoint one alone"	2
Miscellaneous	1
Don't Know	8
Total	114*
Number of Interviews	(491)

* Total exceeds 100 percent because of multiple responses.

APPENDIX II-9

The Question: "In your opinion, what improvements in facilities
or services or new services should the libraries
be offering?" (Probe) "Whatever you think is
needed?"

	National %
SATISFIED - No Improvement Needed	17
SUGGESTED IMPROVEMENT IN LIBRARY SERVICES OR FACILITIES	
Be Better Stocked - "Have more, better variety books"	8
Building Improvement Needs - "Make buildings more pleasant", "less crowded"	8
More Non-Fiction Reference Material	4
More Up-To-Date Book List - "More of the newer books"	4
Bookmobile	3
Special Programs - "Language series department", "Story hours for children"	3
Offer Audio-Visual Instruction Material - "Teaching Records", "Film Strips"	3
Branch Libraries	3
Knowledgeable, Qualified Personnel	2
More Convenient Hours - "Evening hours"	2
Library Should Inform Public of Services Available and How to Use Them	2
Improve Internal Organization - "New Card system", "Computerized card catalogue"	2
Miscellaneous	1
COULDN'T SAY	49
Total	111*
Number of Interviews	(1549)

* Total exceeds 100 percent because of multiple responses.

APPENDIX II-10

The Question: "On this card are various reasons for going to libraries.
Please tell me the reasons that best describe why you go
to libraries." (Asked of those who go to the library)

	Those Who Go to Library %
REASONS FOR GOING TO LIBRARY	
To Get Help or Information on Special Problems One Must Deal With	52
To Borrow Non-Fiction Books	50
To Borrow Fiction Books	46
To Use Reference Books and Periodicals for Particular Assignments	41
To Help My Children Get Their School Work Assignments Done	35
To Relax and Browse	22
To Examine Manuscripts, Historical Documents, or Microfilms	15
To Attend Lectures, Exhibits or Performances	10
To Be in a Quiet Place Where I Can Think and Concentrate Without Interruption	10
To Listen to or Borrow Phonograph Records	8
Other	2
Don't Know	4

Number of Interviews   (491)

APPENDIX III.

A SURVEY OF LIBRARY EXPERTS QUESTIONNAIRE

Nowadays we hear a great deal of talk about the so-called information/
communications explosion. This has placed more importance on the
libraries in this country than ever before. Your responses to the
following questions will contribute significantly to the determination
of the roles American libraries are to play in the future.

(Note: In this questionnaire, the term "library functions" refers to the
general needs of the public for which libraries should provide, while the
term "library service" refers to the specific ways in which libraries meet
the general needs. Please use backs of pages if spaces provided for your
comments are inadequate.)

1. In respect to public libraries serving small-sized communities
   (50,000 to 100,000 in population):
   A. What specific functions should such libraries be serving?
      a. Can you think of any others?

   B. In your opinion are these libraries doing an excellent, good,
      fair, or poor job in fulfilling their overall functions?

   C. Why do you believe this is so? (Please explain your answer
      to 1-B).

   D. Specifically, how can public libraries in this category be
      improved?

2. In respect to public libraries serving medium-sized communities
   (100,000 to a million population):
   A. What specific functions should such libraries be serving?
      a. Can you think of any others?

   B. Are these libraries doing an excellent, good, fair, or poor
      job in fulfilling their overall functions?

   C. Why do you believe this is so? (Please explain your answer
      to 2-B.)

   D. Specifically, how can public libraries in this category be
      improved?

3. In respect to public libraries serving large-sized communities
   (metropolitan areas of more than a million):
   A. What specific functions should such libraries be serving?
      a. Can you think of any others?

B. Are these libraries doing an excellent, good, fair, or poor job in fulfilling their overall functions?

C. Why do you believe this is so? (Please explain your answer to 3-B.)

D. Specifically, how can public libraries in this category be improved?

4. What services are public libraries throughout the United States, as presently constituted, providing best?
a. Can you think of any others?

5. What services are public libraries throughout the United States providing least well?
a. Can you think of any others?

6. It has been stated before a Congressional committee, regarding public libraries, that they provide:
" . . . children, both in and out of school, with a wide range of books carefully selected to meet their leisure-time reading material suited to their individual needs. It should be mentioned also that guided reading offers great assistance in the fight against juvenile delinquency. Furthermore, the public library is a source of aid to adults seeking self-education and culture, or searching for facts bearing on their trade, business, or profession."

A. As you see it, what part do libraries alone actually play in providing such services?

B. How many libraries best work in cooperation with other institutions to provide these services?

C. What, in your opinion, are the limitations on the roles the libraries can actually assume in these regards?

7. What major problems most readily come to mind regarding the physical-personnel aspects (plants and buildings, quality and quantity of personnel, acquisition of books, salaries, etc.) of our libraries today?

A. Of these, which are most pressing?

B. Why do you believe this is so?

C. What specifically can be done to resolve the problems you listed?

8. In regard to uses people make of the public libraries:

A. What types of people are most apt to use public libraries?

1. For what __purposes__ do these people use the public libraries?

2. On what do you base your observations—personal experience, research or what?

B. What types of people do not ordinarily use public libraries?

1. As you see it, why don't these people use libraries?

2. On what do you base your observations—personal experience, research, or what?

9. What are some of the noticeable changes in the numbers and types of people who use the public libraries in recent years that have come to your attention?

A. What changes, if any, have you noticed in the __uses__ that people make of public libraries in recent years?

B. If changes have been noticed: What kinds of specific changes have occurred?

1. When were these changes first noted?

2. What specifically produced these changes in your opinion?

3. On what do you base these observations about changes—on personal experience, research, or what?

10. Would you characterize the research that is currently being done on public library usage as being generally excellent, good, fair, or poor?

A. What specifically makes you feel this way?

11. In your opinion, which __one__ of these statements best describes how satisfied the American people are with their public libraries in general? (Very satisfied, fairly satisfied, fairly dissatisfied, very dissatisfied, neither satisfied nor dissatisfied.)

A. What specifically makes you feel this way?

12. Some critics of our library system claim that, as currently constituted, libraries cater mostly to elites—that is, to the small highly motivated segments of the population almost exclusively—to educators, students, businessmen, professionals, and to the above average literates. Poorly educated people and the culturally deprived—those who presumably could benefit most from libraries—appear to use libraries the least.

A. In your opinion, which one of the following statements describes the accuracy of this criticism? (Very accurate, fairly accurate, fairly inaccurate, very inaccurate.)

B. What can be done to motivate more people, who presumably are most likely to gain from libraries, to use them more?

C. Are you familiar with any explicit programs or attempts that have been made to get more people to make use of libraries? If so, please describe them.

    1. How were these programs promulgated?

    2. What techniques were used?

    3. To what extent were these programs successful or unsuccessful?

    4. What, if any, generalized motivational principles can be derived from these experiences?

13. Again, some critics of libraries claim that various innovations have made obsolete our classical concepts of permanent library buildings as merely housing collections of books and papers. They claim that investing funds in building new library plants or refurbishing or expanding old areas is wasteful.

Instead they suggest that funds could well go into subsidizing such things as paperback books that could be sold to the public at cost; or that these monies could be used to develop and distribute home micro-dot storage and retrieval systems; or that such funds could go into establishing public libraries in buildings that are only partially used at present, such as schools, governmental buildings, parish buildings and the like. Please describe how you feel about the argument that more funds should be invested in physical library plants, rather than in the alternatives that were presented. Please state the reasoning behind your thinking.

14. In your opinion what should be the elements that go into an American national policy which would promote increased usage of current library facilities and of additional facilities and resources that might be provided in the future.

Now, a few questions about college and university libraries:

15. What functions should college and university libraries be serving?

A. Can you think of any others?

16. How good a job are college and university libraries doing in fulfilling their overall functions—an excellent, good, fair, or poor job?

   A. What makes you think this is so?

17. What needs are college and university libraries doing the worst job of meeting?

   A. Why is this so?

   B. What specifically can be done to improve these situations?

18. What should the future of college and university libraries be?

   A. What specific steps should be taken today to insure this future?

Although your responses will remain completely anonymous we require the following information for our statistical analysis.

19. Sex: (Male or Female).

20. Approximate age.

21. Highest college or university degree.

22. Number of years in library work.

23. Area of library specialization.

24. Do you consider yourself to be mostly:
   A. An administrator
   B. A teacher or professor
   C. A researcher
   D. A librarian
   E. Other: Please specify

25. Have you ever been employed:
   A. In the public library system of a small city (population 50,000 - 100,000)?
   B. In the public library system of a middle-sized city (population 100,000 - 1,000,000)?
   C. In the public library system of a large city (population more than 1,000,000)?
   D. In public school libraries?
   E. In college or university libraries?
   F. In specialized libraries?

26. Please describe your own personal usage of all kinds of libraries for both personal and family reasons as well as for work reasons.